



Oklahoma Academic Standards

ENGLISH LANGUAGE ARTS

Crosswalks, Grades 6–12



**OKLAHOMA
Education**

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Secondary Crosswalk Introduction

The 2021 Oklahoma Academic Standards for English Language Arts were revised based on the 2016 standards. Teachers and school districts can use the following crosswalk documents to compare and contrast the 2021 and 2016 standards and objectives. The documents are organized into three columns: the 2021 standards and objectives on the left, the 2016 standards and objectives in the middle, and a blank column for notes on the right. **Bolded words** indicate different language in the 2021 standards and objectives compared to the 2016 language. (See the third and fourth rows in the sample table.) Teachers can work individually or with others in their professional learning communities to record their notes in the third column.

Most standards and objectives correlate, but a gray box indicates when an objective does not have a predecessor in 2016 or a continuance in 2021. Furthermore, there is an explanation in those boxes, which says if the objective moved to a different grade, was removed, was created by prior objectives, or did not exist at all in 2016. (See the second row in the sample table.)

Sometimes one objective is represented in multiple objectives in the current or former iteration, which is shown by pairing a single box with multiple boxes. (Note how the third and fourth rows from the first column are paired with the large third row in the second column in the sample table.)

These crosswalk documents can be used to more deeply understand the shifts in the standards, so teachers and school districts can make the necessary changes to their lessons and units to fully educate their students in English language arts.

Visit the ELA Standards page at sde.ok.gov/ela-standards for more standards resources:

- Complete Standards Document
- Appendix
- Vertical Progressions for Grades Pre-K–5, 3–8, & 6–12

2021	2016
This objective was moved to grades 5-7.	8.5.R.3 Students will recognize and correct inappropriate shifts in verb tense.
10.5.W.10 Students will write using correct italics mechanics. Grade of Mastery: 8	10.5.W.1 Students will write using correct mechanics.
10.5.W.11 Students will write using correct semicolon mechanics. Grade of Mastery: 8	

Sample Table

Grade 6 Crosswalk

2021	2016	Notes/Analysis
<p>Standard 1: Listening and Speaking Students will listen and speak effectively in a variety of situations.</p>	<p>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.</p>	
<p>Listening Students will develop and apply effective communication skills through active listening.</p>	<p>Reading Students will develop and apply effective communication skills through speaking and active listening.</p>	
<p>6.1.L.1 Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.</p>	<p>6.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.</p>	
<p>6.1.L.2 Students will actively listen and interpret a speaker’s verbal messages and ask questions to clarify the speaker’s purpose.</p>	<p>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.</p>	
<p>Speaking Students will develop and apply effective communication skills to share ideas through speaking.</p>	<p>Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
<p>6.1.S.1 Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions.</p>	<p>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.</p>	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
6.1. S.2 Students will engage in collaborative discussions about what they are reading and writing , expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.	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.	
6.1. S.3 Students will give formal and informal presentations in a group or individually, organizing information and determining the purpose, content, and form to suit the audience.	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.	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	
Reading Students will read and comprehend inclusive, diverse , and increasingly complex literary and informational texts.	Reading Students will read and comprehend increasingly complex literary and informational texts.	
6.2.R.1 Students will summarize alphabetic and/or multimodal texts , including main idea, to demonstrate comprehension .	6.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	
6.2.R.2 Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.	6.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	
6.2.R.3 Students will paraphrase a paragraph in their own words to demonstrate comprehension .	6.2.R.3 Students will paraphrase main ideas with supporting details in a text.	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
<p>Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</p>	<p>Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	
<p>6.2.W.1 Students will routinely and recursively prewrite (e.g., develop ideas and plan).</p>	<p>6.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.</p>	
<p>6.2.W.2 Students will routinely and recursively organize and develop ideas to compose a first draft.</p>	<p>6.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.</p>	
<p>6.2.W.3 Students will routinely and recursively revise drafts for intended purpose, audience, and organization (e.g., logical order and transitions).</p>	<p>6.2.W.4 Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, coherence, using a consistent point of view.</p>	
<p>6.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.</p>	<p>6.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).</p>	
<p>6.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).</p>	<p>This objective did not exist in 2016.</p>	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
This objective was removed in 2021.	6.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
Reading Students will analyze , interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.	Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
6.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives.	6.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.	
6.3.R.2 Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.	6.3.R.2 Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
<p>6.3.R.3 Students will analyze how literary elements contribute to the meaning of a literary text:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • characterization • conflict (i.e., internal, external) • point of view (i.e., third person limited and omniscient) 	<p>6.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • characterization • theme • conflict (i.e., internal and external) 	
<p>6.3.R.4 Students will analyze how literary devices contribute to the meaning of a text:</p> <ul style="list-style-type: none"> • figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) • sound devices (i.e., onomatopoeia, alliteration) 	<p>6.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • symbolism* • tone* <p>*Students will find textual evidence when provided with examples.</p>	
<p>6.3.R.5 Students will identify literary elements and devices that impact a text's theme.</p>	<p>This objective did not exist in 2016.</p>	
<p>6.3.R.6 Students will categorize facts included in an argument as for or against an issue.</p>	<p>6.3.R.5 Students will categorize facts included in an argument as for or against an issue.</p>	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
<p>6.3.R.7 Students will analyze how informational text structures support the author’s purpose:</p> <ul style="list-style-type: none"> ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential 	<p>6.3.R.6 Students will analyze the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.</p>	
<p>6.3.R.8 Students will analyze one or more ideas from a text, providing textual evidence to support their inferences.</p>	<p>6.3.R.7 Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.</p>	
<p>Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	<p>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.</p>	
<p>6.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> ● include plots involving characters resolving conflicts ● unfold in chronological sequence ● include a narrator, precise language, sensory details, and dialogue to enhance the narrative ● use sentence variety to create clarity ● emulate literary elements and/or literary devices from mentor texts 	<p>6.3.W.1 NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.</p>	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
<p>6.3.W.2 Students will compose informative essays or reports that:</p> <ul style="list-style-type: none"> ● objectively introduce and develop topics ● incorporate evidence (e.g., specific facts, details, charts and graphs, data) ● maintain an organized structure ● use sentence variety and word choice to create clarity ● emulate literary devices from mentor texts 	<p>6.3.W.2 INFORMATIVE Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.</p>	
<p>6.3.W.3 Students will compose argumentative essays that:</p> <ul style="list-style-type: none"> ● introduce precise claims ● organize claims and evidence in a logical sequence ● provide relevant evidence to develop arguments, using credible sources ● use sentence variety and word choice to create clarity 	<p>6.3.W.3 OPINION - Grade Level Focus Students will clearly state an opinion supported with facts and details.</p>	
<p>Standard 4: Vocabulary Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</p>	<p>6.3.W.4 Students will show relationships among facts, opinions, and supporting details.</p> <p>Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.</p>	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
<p>Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.</p>	<p>Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	
<p>6.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.</p>	<p>6.4.R.4 Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.</p>	
<p>6.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>6.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	
<p>6.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	<p>6.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	
<p>6.4.R.4 Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.</p>	<p>6.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.</p>	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
This objective was absorbed into the Vocabulary reading strand.	6.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	
Writing Students will apply knowledge of vocabulary to speak and write effectively.	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
6.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.	6.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.	
6.4.W.2 Students will select language in writing to create a specific effect according to purpose.	6.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	
Standard 5: Language Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
<p>Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</p>	<p>Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	
<p>6.5.R.1 Students will recognize simple, compound, and complex sentences.</p>	<p>6.5.R.1 Students will recognize simple and compound sentences to signal differing relationships among ideas.</p>	
<p>6.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences:</p> <ul style="list-style-type: none"> ● nouns ● verb tense to signify various times, sequences, conditions, and states ● subject and verb agreement ● adjectives ● prepositional phrases ● reflexive pronouns and their antecedents ● singular <i>they/them/their</i> ● subordinating conjunctions ● adverbs ● interjections 	<p>6.5.R.2 Students will recognize verb tense to signify various times, sequences, states, and conditions in text.</p>	
	<p>6.5.R.3 Students will recognize the subject and verb agreement.</p>	
<p>Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	<p>Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
6.5.W.1 Students will compose simple, compound, and complex sentences to add clarity and variety in their writing.	6.5.W.2 Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas.	
6.5.W.2 Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.	6.5.W.3 Students will use intensive and reflexive pronouns.	
6.5.W.3 Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.	6.5.W.4 Students will recognize and correct inappropriate shifts in pronoun number and person.	
This objective was moved to grades 7 & 8.	6.5.W.5 Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	
6.5.W.4 Students will write using correct capitalization mechanics. Grade of Mastery: 4	6.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.	
6.5.W.5 Students will write using correct end mark mechanics. Grade of Mastery: 4		

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
<p>6.5.W.6 Students will write using correct apostrophe mechanics.</p> <p>Grade of Mastery: 5</p>	<p>6.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.</p>	
<p>6.5.W.7 Students will use commas to separate an introductory element from the rest of the sentence and to indicate direct address (e.g., Where are you, Sam?).</p>		
<p>6.5.W.8 Students will use a colon to introduce a quotation from a source (e.g., According to <i>National Geographic</i>, meerkat homes are quite comfortable: “Each burrow is an extensive tunnel-and-room system that remains cool even under the broiling African sun.”).</p>		
<p>6.5.W.9 Students will use quotation marks to indicate dialogue, quoted material, and titles of works.</p>		
<p>6.5.W.10 Students will use underlining or italics to indicate titles of works.</p>	<p>This objective did not exist in 2016.</p>	
<p>6.5.W.11 Students will use a semicolon to punctuate compound sentences.</p>	<p>6.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.</p>	
<p>Standard 6: Research Students will engage in inquiry to acquire, refine, and communicate accurate information.</p>	<p>Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.</p>	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
<p>Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>	<p>Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	
<p>6.6.R.1 Students will use their own viable research questions to gather information about a topic.</p>	<p>6.6.R.1 Students will use their own viable research questions to find information about a specific topic.</p>	
<p>6.6.R.2 Students will record and organize information from various primary and secondary sources.</p>	<p>6.6.R.2 Students will record and organize information from various primary and secondary sources (e.g., print and digital).</p>	
<p>6.6.R.3 Students will determine the relevance and reliability of the information gathered.</p>	<p>6.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.</p>	
<p>Writing Students will synthesize information ethically through speaking and writing.</p>	<p>Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	
<p>6.6.W.1 Students will formulate and refine a viable research question.</p>	<p>6.6.W.2 Students will refine and formulate a viable research question and/or topic from initial findings.</p>	
<p>6.6.W.2 Students will develop a clear, concise thesis statement.</p>	<p>This objective did not exist in 2016.</p>	
<p>6.6.W.3 Students will quote findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.</p>	<p>6.6.W.3 Students will organize information found during research, following a citation style (e.g., <i>MLA, APA, etc.</i>) with guidance and support.</p>	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
6.6.W.4 Students will create research papers and/or projects independently for shorter timeframes (e.g., a single sitting or a day or two).	6.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	
	6.6.W.4 Students will summarize and present information in a report.	
Standard 7: Multimodal Literacies Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content .	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 comprehend and evaluate multimodal content .	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
6.7.R Students will compare and contrast the effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives .	6.7.R.1 Students will compare and contrast the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.	
This objective was removed in 2021.	6.7.R.2 Students will analyze the impact of selected media and formats on meaning.	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
<p>6.7.W Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience.</p>	<p>6.7.W.1 Students will create multimodal content that effectively communicates ideas using technologies and appropriate media.</p>	
	<p>6.7.W.2 Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.</p>	
<p>Standard 8: Independent Reading and Writing Students will read and write independently for a variety of purposes and periods of time.</p>	<p>Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.</p>	
<p>Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</p>	<p>Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	
<p>6.8.R Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.</p>	<p>6.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	
<p>Writing Students will write independently, intentionally selecting modes, purposes, and audiences.</p>	<p>Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	

Oklahoma Academic Standards for English Language Arts Grade 6 Crosswalk

2021	2016	Notes/Analysis
<p>6.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.</p>	<p>6.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and explain how concepts relate to one another.</p>	

Grade 7 Crosswalk

2021	2016	Notes/Analysis
<p>Standard 1: Listening and Speaking Students will listen and speak effectively in a variety of situations.</p>	<p>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.</p>	
<p>Listening Students will develop and apply effective communication skills through active listening.</p>	<p>Reading Students will develop and apply effective communication skills through speaking and active listening.</p>	
<p>7.1.L.1 Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.</p>	<p>7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.</p>	
<p>7.1.L.2 Students will actively listen and interpret a speaker’s verbal and nonverbal messages and ask questions to clarify the speaker’s purpose.</p>	<p>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.</p>	
<p>Speaking Students will develop and apply effective communication skills to share ideas through speaking.</p>	<p>Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
<p>7.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.</p>	<p>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.</p>	

Oklahoma Academic Standards for English Language Arts Grade 7 Crosswalk

2021	2016	Notes/Analysis
7.1. S.2 Students will engage in collaborative discussions about what they are reading and writing , expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.	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.	
7.1. S.3 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea while determining the purpose, content, and form to suit the audience.	7.1.W.1 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	
Reading Students will read and comprehend inclusive, diverse , and increasingly complex literary and informational texts.	Reading Students will read and comprehend increasingly complex literary and informational texts.	
7.2.R.1 Students will summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension within and between texts.	7.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	
7.2.R.2 Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.	7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	
7.2.R.3 Students will paraphrase a short passage in their own words to demonstrate comprehension.	7.2.R.3 Students will paraphrase main ideas with supporting details in a text.	

Oklahoma Academic Standards for English Language Arts Grade 7 Crosswalk

2021	2016	Notes/Analysis
<p>Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</p>	<p>Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	
<p>7.2.W.1 Students will routinely and recursively prewrite (e.g., develop ideas and plan).</p>	<p>7.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.</p>	
<p>7.2.W.2 Students will routinely and recursively organize and develop ideas to compose a first draft.</p>	<p>7.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.</p>	
<p>7.2.W.3 Students will routinely and recursively revise drafts for intended purpose, audience, organization, and coherence (e.g., consistent point of view).</p>	<p>7.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, using a consistent point of view.</p>	
<p>7.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.</p>	<p>7.2.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).</p>	
<p>7.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).</p>	<p>This objective did not exist in 2016.</p>	

Oklahoma Academic Standards for English Language Arts Grade 7 Crosswalk

2021	2016	Notes/Analysis
This objective was removed in 2021.	7.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
Reading Students will analyze , interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.	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.	
7.3.R.1 Students will read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes.	7.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.	
7.3.R.2 Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.	7.3.R.2 Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.	

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2021	2016	Notes/Analysis
<p>7.3.R.3 Students will analyze literary elements to support an interpretation of a text:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • characterization • conflict (i.e., internal, external) • point of view (i.e., third person limited and omniscient and second person) 	<p>7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • characterization • theme • conflict (i.e., internal and external) 	
<p>7.3.R.4 Students will analyze literary devices to support an interpretation of a text:</p> <ul style="list-style-type: none"> • figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) • sound devices (i.e., onomatopoeia, alliteration) • verbal irony 	<p>7.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • symbolism • tone • irony* <p>*Students will find textual evidence when provided with examples.</p>	
<p>7.3.R.5 Students will identify literary elements and devices that impact a text’s theme and mood.</p>	<p>This objective did not exist in 2016.</p>	
<p>7.3.R.6 Students will distinguish factual claims from opinions.</p>	<p>7.3.R.5 Students will distinguish factual claims from opinions.</p>	

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2021	2016	Notes/Analysis
<p>7.3.R.7 Students will analyze how informational text structures support the author’s purpose:</p> <ul style="list-style-type: none"> ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential 	<p>7.3.R.6 Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making inferences about texts and use textual evidence to draw simple logical conclusions.</p>	
<p>7.3.R.8 Students will analyze multiple ideas from a text, providing textual evidence to support their inferences.</p>	<p>7.3.R.7 Students will make connections (e.g., thematic links) between and across multiple texts and provide textual evidence to support their inferences.</p>	
<p>Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	<p>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.</p>	
<p>7.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> ● include plots involving complex characters resolving conflicts ● unfold in chronological or surprising sequence (e.g., foreshadowing) ● include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative ● use sentence variety to create clarity ● emulate literary elements and/or literary devices from mentor texts 	<p>7.3.W.1 NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events.</p>	

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2021	2016	Notes/Analysis
<p>7.3.W.2 Students will compose informative essays or reports that:</p> <ul style="list-style-type: none"> ● objectively introduce and develop topics ● incorporate evidence (e.g., specific facts, details, charts and graphs, data) ● maintain an organized structure ● use sentence variety and word choice to create clarity ● establish and maintain a formal style ● emulate literary devices from mentor texts 	<p>7.3.W.2 INFORMATIVE Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.</p>	
<p>7.3.W.3 Students will compose argumentative essays that:</p> <ul style="list-style-type: none"> ● introduce precise claims ● organize claims and evidence in a logical sequence ● provide relevant evidence to develop arguments, using credible sources ● use sentence variety and word choice to create clarity ● establish and maintain a formal style 	<p>7.3.W.3 ARGUMENT - Grade Level Focus Students will introduce a claim and organize reasons and evidence, using credible sources.</p>	
	<p>7.3.W.4 Students will show relationships among the claim, reasons, and evidence.</p>	
<p>Standard 4: Vocabulary Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</p>	<p>Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.</p>	
<p>Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.</p>	<p>Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	

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2021	2016	Notes/Analysis
7.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies .	7.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	
7.4.R.2 Students will use context clues, connotation , and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	7.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	
7.4.R.3 Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.	7.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.	
7.4.R.4 Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms , and parts of speech of words.	7.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	
This objective was absorbed into the Vocabulary reading strand.	7.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	

Oklahoma Academic Standards for English Language Arts Grade 7 Crosswalk

2021	2016	Notes/Analysis
<p>Writing Students will apply knowledge of vocabulary to speak and write effectively.</p>	<p>Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	
<p>7.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.</p>	<p>7.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.</p>	
<p>7.4.W.2 Students will select language in writing to create a specific effect according to purpose.</p>	<p>7.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.</p>	
<p>Standard 5: Language Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</p>	<p>Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.</p>	
<p>Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</p>	<p>Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	
<p>7.5.R.1 Students will recognize simple, compound, complex, and compound-complex sentences and explain their effects.</p>	<p>7.5.R.2 Students will recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	

Oklahoma Academic Standards for English Language Arts Grade 7 Crosswalk

2021	2016	Notes/Analysis
<p>7.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences:</p> <ul style="list-style-type: none"> ● nouns ● gerunds ● subject and verb agreement ● cumulative and coordinate adjectives ● demonstrative pronouns ● vague pronouns (i.e., ones with unclear or ambiguous antecedents) ● singular <i>they/them/their</i> ● correlative conjunctions ● adverbs ● interjections 	<p>7.5.R.1 Students will recognize the correct use of prepositional phrases and dependent clauses.</p>	
	<p>7.5.R.3 Students will recognize the subject and verb agreement.</p>	
<p>This objective was moved to grades 8 & 9.</p>	<p>7.5.R.4 Students will recognize and correct misplaced and dangling modifiers.</p>	
<p>Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	<p>Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	
<p>7.5.W.1 Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.</p>	<p>7.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.</p>	
<p>7.5.W.2 Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.</p>	<p>7.5.W.3 Students will use prepositional phrases and clauses (e.g., dependent and independent) in writing.</p>	

Oklahoma Academic Standards for English Language Arts Grade 7 Crosswalk

2021	2016	Notes/Analysis
<p>7.5.W.3 Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p>Objectives from grades 4, 5, 6, 8, and 9 were combined to create this objective.</p>	
<p>7.5.W.4 Students will write using correct capitalization mechanics.</p> <p>Grade of Mastery: 4</p>	<p>7.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.</p>	
<p>7.5.W.5 Students will write using correct end mark mechanics.</p> <p>Grade of Mastery: 4</p>		
<p>7.5.W.6 Students will write using correct apostrophe mechanics.</p> <p>Grade of Mastery: 5</p>		
<p>7.5.W.7 Students will use commas to separate words or phrases in a series.</p>		
<p>7.5.W.8 Students will use a colon to introduce a quotation from a source.</p>		
<p>7.5.W.9 Students will use quotation marks to indicate dialogue, quoted material, and titles of works.</p>		
<p>7.5.W.10 Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.</p>	<p>This objective did not exist in 2016.</p>	

Oklahoma Academic Standards for English Language Arts Grade 7 Crosswalk

2021	2016	Notes/Analysis
7.5.W.11 Students will use a semicolon to punctuate compound and compound-complex sentences.	7.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.	
Standard 6: Research Students will engage in inquiry to acquire, refine, and communicate accurate information.	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading Students will gather , comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
7.6.R.1 Students will find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.	7.6.R.1 Students will use their own viable research questions and thesis statements to find information about a specific topic.	
7.6.R.2 Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.	7.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).	
7.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.	7.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.	
Writing Students will synthesize information ethically through speaking and writing.	Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	

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2021	2016	Notes/Analysis
7.6.W.1 Students will formulate and refine a viable research question.	7.6.W.2 Students will refine and formulate a viable research question and report findings clearly and concisely, using a thesis statement.	
7.6.W.2 Students will develop a clear, concise thesis statement.		
7.6.W.3 Students will quote and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.	7.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.	
7.6.W.4 Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).	7.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	
	7.6.W.4 Students will summarize and present information in a report.	
Standard 7: Multimodal Literacies Students will comprehend and communicate knowledge through alphabetic, aural , visual, spatial , and/or gestural content .	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 comprehend and evaluate multimodal content .	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	

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2021	2016	Notes/Analysis
<p>7.7.R Students will compare and contrast the effectiveness of techniques used in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.</p>	<p>7.7.R.1 Students will compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.</p>	
<p>This objective was removed in 2021.</p>	<p>7.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	
<p>Writing Students will create multimodal content to communicate effectively.</p>	<p>Writing Students will create multimodal texts to communicate knowledge and develop arguments.</p>	
<p>7.7.W Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience.</p>	<p>7.7.W.1 Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.</p>	
	<p>7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence.</p>	
<p>Standard 8: Independent Reading and Writing Students will read and write independently for a variety of purposes and periods of time.</p>	<p>Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.</p>	
<p>Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</p>	<p>Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	

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2021	2016	Notes/Analysis
<p>7.8.R Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.</p>	<p>7.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	
<p>Writing Students will write independently, intentionally selecting modes, purposes, and audiences.</p>	<p>Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	
<p>7.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.</p>	<p>7.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and discover different perspectives.</p>	

Grade 8 Crosswalk

2021	2016	Notes/Analysis
<p>Standard 1: Listening and Speaking Students will listen and speak effectively in a variety of situations.</p>	<p>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.</p>	
<p>Listening Students will develop and apply effective communication skills through active listening.</p>	<p>Reading Students will develop and apply effective communication skills through speaking and active listening.</p>	
<p>8.1.L.1 Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.</p>	<p>8.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p>	
<p>8.1.L.2 Students will actively listen and interpret a speaker’s verbal and nonverbal messages and ask questions to clarify the speaker’s purpose and perspective.</p>	<p>8.1.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.</p>	
<p>Speaking Students will develop and apply effective communication skills to share ideas through speaking.</p>	<p>Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
<p>8.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.</p>	<p>8.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	

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2021	2016	Notes/Analysis
8.1.S.2 Students will engage in collaborative discussions about what they are reading and writing , expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.	8.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	
8.1.S.3 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea while determining the purpose, content, and form to suit the audience.	8.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	
Reading Students will read and comprehend inclusive, diverse , and increasingly complex literary and informational texts.	Reading Students will read and comprehend increasingly complex literary and informational texts.	
8.2.R.1 Students will summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts.	8.2.R.1 Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.	
8.2.R.2 Students will analyze details in fiction, poetry, and nonfiction texts to identify characteristics of genres.	8.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.	
8.2.R.3 Students will paraphrase a passage in their own words to demonstrate comprehension.	8.2.R.1 Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.	

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2021	2016	Notes/Analysis
This objective was removed in 2021.	8.2.R.3 Students will generalize main ideas with supporting details in a text.	
Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
8.2.W.1 Students will routinely and recursively prewrite (e.g., develop ideas and plan).	8.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	
8.2.W.2 Students will routinely and recursively organize and develop ideas to compose a first draft .	8.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.	
8.2.W.3 Students will routinely and recursively revise drafts for intended purpose, audience , organization, coherence, and style (e.g., word choice and sentence variety) .	8.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent point of view.	
8.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources .	8.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	
8.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests) .	This objective did not exist in 2016.	

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2021	2016	Notes/Analysis
This objective was removed in 2021.	8.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
Reading Students will analyze , interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.	Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
8.3.R.1 Students will analyze works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and analyze the methods the authors use to achieve their purposes.	8.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.	
8.3.R.2 Students will evaluate perspectives (e.g., historical, cultural, ethnic, and global) and describe how they affect various literary and informational texts.	8.3.R.2 Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.	

Oklahoma Academic Standards for English Language Arts Grade 8 Crosswalk

2021	2016	Notes/Analysis
<p>8.3.R.3 Students will analyze literary elements to support interpretations of a literary text:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • characterization • conflict (i.e., internal, external) • point of view (i.e., third person limited and omniscient, second person, and unreliable narrator) 	<p>8.3.R.3 Students will analyze how authors use key literary elements to contribute to the meaning of a text:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • characterization • theme • conflict (i.e., internal and external) 	
<p>8.3.R.4 Students will analyze literary devices to support interpretations of a text:</p> <ul style="list-style-type: none"> • figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) • sound devices (i.e., onomatopoeia, alliteration) • verbal and situational irony 	<p>8.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • tone • symbolism • irony 	
<p>8.3.R.5 Students will identify literary elements and devices that impact a text’s theme, mood, and tone.</p>	<p>This objective did not exist in 2016.</p>	
<p>8.3.R.6 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</p>	<p>8.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</p>	

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2021	2016	Notes/Analysis
<p>8.3.R.7 Students will analyze how informational text structures support the author’s purpose:</p> <ul style="list-style-type: none"> ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential 	<p>8.3.R.6 Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making complex inferences about texts to draw logical conclusions from textual evidence.</p>	
<p>8.3.R.8 Students will compare or contrast two or more texts, providing textual evidence to support their inferences.</p>	<p>8.3.R.7 Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.</p>	
<p>Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	<p>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.</p>	
<p>8.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> ● include plots involving complex characters resolving conflicts ● unfold in chronological or surprising sequence (e.g., flashback and foreshadowing) ● include a narrator, precise language, sensory details, and dialogue to enhance the narrative ● use sentence variety to create clarity ● emulate literary elements and/or literary devices from mentor texts 	<p>8.3.W.1 NARRATIVE Students will write narratives incorporating characters, plot (i.e., flashback and foreshadowing), setting, point of view, conflict, dialogue, and sensory details.</p>	

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2021	2016	Notes/Analysis
<p>8.3.W.2 Students will compose informative essays or reports that:</p> <ul style="list-style-type: none"> ● objectively introduce and develop topics ● incorporate evidence (e.g., specific facts, details, charts and graphs, data) ● maintain an organized structure ● use sentence variety and word choice to create clarity ● establish and maintain a formal style ● emulate literary devices from mentor texts 	<p>8.3.W.2 INFORMATIVE Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.</p>	
<p>8.3.W.3 Students will compose argumentative essays that:</p> <ul style="list-style-type: none"> ● introduce precise claims ● acknowledge counterclaims ● organize claims, counterclaims, and evidence in a logical sequence ● provide relevant evidence to develop arguments, using credible sources ● use sentence variety and word choice to create clarity ● establish and maintain a formal style 	<p>8.3.W.3 ARGUMENT - Grade Level Focus Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidences, using credible sources.</p>	
	<p>8.3.W.4 Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented.</p>	
<p>Standard 4: Vocabulary Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</p>	<p>Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.</p>	
<p>Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.</p>	<p>Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	

Oklahoma Academic Standards for English Language Arts Grade 8 Crosswalk

2021	2016	Notes/Analysis
8.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies .	8.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	
8.4.R.2 Students will use context clues, connotation , and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	8.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	
8.4.R.3 Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.	8.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.	
8.4.R.4 Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms , and parts of speech of words.	8.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	
This objective was absorbed into the Vocabulary reading strand.	8.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	
Writing Students will apply knowledge of vocabulary to speak and write effectively .	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
8.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.	8.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.	

Oklahoma Academic Standards for English Language Arts Grade 8 Crosswalk

2021	2016	Notes/Analysis
8.4.W.2 Students will select language in writing to create a specific effect according to purpose.	8.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	
Standard 5: Language Students will expand and apply knowledge of grammar, usage, mechanics , and style to comprehend texts and communicate effectively .	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will expand and apply knowledge of grammar, usage, mechanics , and style to comprehend , analyze, and/or evaluate a variety of texts.	Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
8.5.R.1 Students will recognize active and passive voice and misplaced and dangling modifiers in sentences .	8.5.R.2 Students will recognize the use of active and passive voice.	
8.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences : <ul style="list-style-type: none"> ● nouns ● verbals (i.e., gerunds, participles, infinitives) ● cumulative and coordinate adjectives ● vague pronouns ● singular <i>they/them/their</i> ● coordinating, subordinating, and correlative conjunctions ● adverbs ● interjections 	8.5.R.1 Students will recognize the use of verbals (e.g., gerunds, participles, infinitives) and clauses.	

Oklahoma Academic Standards for English Language Arts Grade 8 Crosswalk

2021	2016	Notes/Analysis
This objective was moved to grades 5-7.	8.5.R.3 Students will recognize and correct inappropriate shifts in verb tense.	
This objective was moved to grades 4-7.	8.5.R.4 Students will recognize the subject and verb agreement, and correct as necessary.	
Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.	Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
8.5.W.1 Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.	8.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	
8.5.W.2 Students will create clarity and/or add variety to their writing with nouns, verbs, verbals, adjectives, prepositions, adverbs, pronouns, and conjunctions.	8.5.W.3 Students will use verbals (e.g., gerunds, participles, infinitives) in writing.	
8.5.W.3 Students will recognize and correct the following: misplaced and dangling modifiers, vague pronouns, and second person point of view in formal writing.	This objective was created by moving and combining objectives from grades 6 and 7 and adding a new skill that did not exist in 2016.	
8.5.W.4 Students will write using correct capitalization mechanics. Grade of Mastery: 4	8.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.	

Oklahoma Academic Standards for English Language Arts Grade 8 Crosswalk

2021	2016	Notes/Analysis
<p>8.5.W.5 Students will write using correct end mark mechanics.</p> <p>Grade of Mastery: 4</p>	<p>8.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.</p>	
<p>8.5.W.6 Students will write using correct apostrophe mechanics.</p> <p>Grade of Mastery: 5</p>		
<p>8.5.W.7 Students will use commas to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).</p>		
<p>8.5.W.8 Students will use a colon to introduce a quotation from a source.</p>		
<p>8.5.W.9 Students will write using correct quotation marks mechanics.</p> <p>Grade of Mastery: 8</p>		
<p>8.5.W.10 Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.</p>	<p>This objective did not exist in 2016.</p>	
<p>8.5.W.11 Students will use a semicolon to punctuate compound and compound-complex sentences.</p>	<p>8.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.</p>	

Oklahoma Academic Standards for English Language Arts Grade 8 Crosswalk

2021	2016	Notes/Analysis
This objective was moved to grades 9-10.	8.5.W.4 Students will form and use verbs in the active and passive voice.	
This objective was removed in 2021.	8.5.W.5 Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
Standard 6: Research Students will engage in inquiry to acquire, refine, and communicate accurate information .	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading Students will gather , comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
8.6.R.1 Students will find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.	8.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.	
8.6.R.2 Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.	8.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).	
8.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.	8.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.	

Oklahoma Academic Standards for English Language Arts Grade 8 Crosswalk

2021	2016	Notes/Analysis
<p>Writing Students will synthesize information ethically through speaking and writing.</p>	<p>Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	
<p>8.6.W.1 Students will formulate and refine a viable research question.</p>	<p>8.6.W.2 Students will refine and formulate a viable research question and report findings clearly and concisely, using a well-developed thesis statement.</p>	
<p>8.6.W.2 Students will develop a clear, concise, defensible thesis statement.</p>		
<p>8.6.W.3 Students will quote, paraphrase, and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.</p>	<p>8.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.</p>	
<p>8.6.W.4 Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).</p>	<p>8.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p>	
	<p>8.6.W.4 Students will summarize and present information in a report.</p>	
<p>Standard 7: Multimodal Literacies Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</p>	<p>Standard 7: Multimodal Literacies Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.</p>	

Oklahoma Academic Standards for English Language Arts Grade 8 Crosswalk

2021	2016	Notes/Analysis
Reading Students will comprehend and evaluate multimodal content .	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
8.7.R Students will determine the intended purposes of techniques used for rhetorical effects in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives .	8.7.R.1 Students will determine the intended purposes of techniques used for rhetorical effects in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.	
This objective was removed in 2021.	8.7.R.2 Students will analyze the impact of selected media and formats on meaning.	
Writing Students will create multimodal content to communicate effectively .	Writing Students will create multimodal texts to communicate knowledge and develop arguments.	
8.7.W Students will create engaging multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that intentionally addresses an audience and accomplishes a purpose .	8.7.W.1 Students will select, organize, or create multimodal content that encompasses different points of view.	
	8.7.W.2 Students will utilize multimedia to clarify information and emphasize salient points.	
Standard 8: Independent Reading and Writing Students will read and write independently for a variety of purposes and periods of time .	Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.	

Oklahoma Academic Standards for English Language Arts Grade 8 Crosswalk

2021	2016	Notes/Analysis
<p>Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</p>	<p>Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	
<p>8.8.R Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.</p>	<p>8.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	
<p>Writing Students will write independently, intentionally selecting modes, purposes, and audiences.</p>	<p>Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	
<p>8.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.</p>	<p>8.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and/or analyze different perspectives.</p>	

Grade 9 Crosswalk

2021	2016	Notes/Analysis
<p>Standard 1: Listening and Speaking Students will listen and speak effectively in a variety of situations.</p>	<p>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.</p>	
<p>Listening Students will develop and apply effective communication skills through active listening.</p>	<p>Reading Students will develop and apply effective communication skills through speaking and active listening.</p>	
<p>9.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.</p>	<p>9.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p>	
<p>9.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.</p>	<p>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.</p>	
<p>Speaking Students will develop and apply effective communication skills to share ideas through speaking.</p>	<p>Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
<p>9.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.</p>	<p>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.</p>	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
<p>9.1.S.2 Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.</p>	<p>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.</p>	
<p>9.1.S.3 Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.</p>	<p>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.</p>	
<p>Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.</p>	<p>Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.</p>	
<p>Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</p>	<p>Reading Students will read and comprehend increasingly complex literary and informational texts.</p>	
<p>9.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.</p>	<p>9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p>	
<p>9.2.R.2 Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.</p>	<p>9.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.</p>	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
This objective was removed in 2021.	9.2.R.3 Students will synthesize main ideas with supporting details in texts.	
Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
9.2.W.1 Students will routinely and recursively prewrite (e.g., develop and organize ideas).	9.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	
9.2.W.2 Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).	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.3 Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.	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.4 Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication .	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).	
9.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).	This objective did not exist in 2016.	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
This objective was removed in 2021.	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.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
Reading Students will analyze , interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.	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.	
9.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic choices in grade-level literary and informational texts.	This objective was revised and added from grade 10.	
9.3.R.2 Students will evaluate authors’ perspectives and explain how those perspectives contribute to the meanings of texts .	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 Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
<p>9.3.R.3 Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:</p> <ul style="list-style-type: none"> • setting • plot structure (e.g., foreshadowing, flashback, <i>in media res</i>) • conflict (i.e., internal, external) • characters (e.g., protagonist, antagonist) • characterization (i.e., direct, indirect) • point of view (e.g., narrator reliability) • archetypes 	<p>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:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • character development • theme • conflict (i.e., internal and external) • archetypes 	
<p>9.3.R.4 Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:</p> <ul style="list-style-type: none"> • figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism) • sound devices (i.e., onomatopoeia, alliteration, assonance) • irony (i.e., verbal, situational, dramatic) 	<p>9.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • tone • symbolism • irony 	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
<p>9.3.R.5 Students will evaluate the validity of a speaker’s argument:</p> <ul style="list-style-type: none"> ● distinguish the kinds of evidence (e.g., logical, empirical, anecdotal) ● distinguish substantiated from unsubstantiated claims ● analyze rhetorical appeals (i.e., ethos, logos, pathos) ● identify bias ● identify logical fallacies 	<p>9.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</p>	
<p>9.3.R.6 Students will analyze how informational text structures support the author’s purpose.</p>	<p>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.</p>	
<p>9.3.R.7 Students will analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.</p>	<p>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.</p>	
<p>This objective was revised and moved to grade 8.</p>	<p>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.</p>	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
<p>Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	<p>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.</p>	
<p>9.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> ● include engaging plots involving well-developed, complex characters resolving conflicts ● establish narrator(s) that enhance(s) the narrative ● are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme) ● provide clear descriptions, using precise language, sensory details, and dialogue ● include varied syntax to enhance readability ● emulate literary elements and/or literary devices from mentor texts 	<p>9.3.W.1 NARRATIVE - Grade Level Focus Students will write nonfiction narratives (e.g., memoirs, personal essays).</p>	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
<p>9.3.W.2 Students will compose informative essays, reports, or technical writing that:</p> <ul style="list-style-type: none"> ● objectively introduce and develop topics ● include a defensible thesis ● incorporate evidence (e.g., specific facts, details, charts and graphs, data) ● maintain an organized structure ● use sentence variety and word choice to create clarity and concision ● establish and maintain a formal style ● emulate literary devices from mentor texts 	<p>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.</p>	
<p>9.3.W.3 Students will compose argumentative essays, reviews, or op-eds that:</p> <ul style="list-style-type: none"> ● introduce precise, informed claims ● include a defensible thesis ● acknowledge counterclaims or alternate perspectives ● organize claims, counterclaims, and evidence in a logical sequence ● provide the most relevant evidence to develop balanced arguments, using credible sources ● use sentence variety and word choice to create clarity and concision ● use style and tone that suits the audience and purpose 	<p>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.</p>	
<p>9.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.</p>	<p>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.</p> <p>9.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
<p>Standard 4: Vocabulary Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</p>	<p>Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.</p>	
<p>Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.</p>	<p>Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	
<p>9.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.</p>	<p>9.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	
<p>9.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>9.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	
<p>9.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	<p>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.</p>	
<p>9.4.R.4 Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.</p>	<p>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.</p>	
<p>This objective was absorbed into the Vocabulary reading strand.</p>	<p>9.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
<p>Writing Students will apply knowledge of vocabulary to speak and write effectively.</p>	<p>Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	
<p>9.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.</p>	<p>9.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.</p>	
<p>9.4.W.2 Students will select language to create a specific effect in writing according to purpose and audience.</p>	<p>9.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.</p>	
<p>Standard 5: Language Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</p>	<p>Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.</p>	
<p>Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</p>	<p>Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	
<p>9.5.R.1 Students will recognize and examine the effect of parallel structure and active and passive voice to convey specific meanings.</p>	<p>9.5.R.1 Students will examine the function of parallel structures, various types of phrases, and clauses to convey specific meanings.</p>	
	<p>9.5.R.2 Students will recognize the use of active and passive voice.</p>	
<p>9.5.R.2 Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.</p>	<p>This objective did not exist in 2016.</p>	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
This objective was moved to grades 5-7.	9.5.R.3 Students will recognize and correct inappropriate shifts in verb tense.	
This objective was moved to grades 4-7.	9.5.R.4 Students will recognize the subject and verb agreement, and correct as necessary.	
<p>Writing</p> <p>Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	<p>Writing</p> <p>Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	
<p>9.5.W.1 Students will use or revise for active/passive voice and parallel structure in words and phrases for effect.</p>	9.5.W.3 Students will use parallel structure.	
<p>9.5.W.2 Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses.</p>	<p>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.</p>	
<p>9.5.W.3 Students will recognize and correct misplaced and dangling modifiers.</p>	This objective was moved from grade 7.	
<p>9.5.W.4 Students will write using correct capitalization mechanics.</p> <p>Grade of Mastery: 4</p>	9.5.W.1 Students will write using correct mechanics with a focus on punctuation marks as needed.	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
<p>9.5.W.5 Students will write using correct end mark mechanics.</p> <p>Grade of Mastery: 4</p>	<p>9.5.W.1 Students will write using correct mechanics with a focus on punctuation marks as needed.</p>	
<p>9.5.W.6 Students will write using correct apostrophe mechanics.</p> <p>Grade of Mastery: 5</p>		
<p>9.5.W.7 Students will use commas to set off simple parenthetical elements.</p>	<p>This objective did not exist in 2016.</p>	
<p>9.5.W.8 Students will use a colon to reveal information (e.g., The prince searched the castle high and low for his most prized possession: his guitar.).</p>	<p>This objective did not exist in 2016.</p>	
<p>9.5.W.9 Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.</p>	<p>This objective did not exist in 2016.</p>	
<p>9.5.W.10 Students will write using correct italics mechanics.</p> <p>Grade of Mastery: 8</p>	<p>9.5.W.1 Students will write using correct mechanics with a focus on punctuation marks as needed.</p>	
<p>9.5.W.11 Students will write using correct semicolon mechanics.</p> <p>Grade of Mastery: 8</p>		

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
This objective was moved to grades 7-8.	9.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	
Standard 6: Research Students will engage in inquiry to acquire, refine, and communicate accurate information .	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading Students will gather , comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
9.6.R.1 Students will find and comprehend information about a topic, using their own viable research questions.	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 synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.	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.	9.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	
Writing Students will synthesize information ethically through speaking and writing .	Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
9.6.W.1 Students will formulate and refine a viable research question.	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.2 Students will develop a clear, concise, defensible thesis statement.		
9.6.W.3 Students will integrate quotes, paraphrases, and summaries from research , following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.	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 present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.	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.4 Students will summarize and present information in a report.	
Standard 7: Multimodal Literacies Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content .	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 comprehend and evaluate multimodal content .	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
<p>9.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.</p>	<p>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.</p>	
	<p>9.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	
<p>Writing Students will create multimodal content to communicate effectively.</p>	<p>Writing Students will create multimodal texts to communicate knowledge and develop arguments.</p>	
<p>9.7.W Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.</p>	<p>9.7.W.1 Students will create a variety of multimodal content to engage specific audiences.</p>	
	<p>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.</p>	
<p>Standard 8: Independent Reading and Writing Students will read and write independently for a variety of purposes and periods of time.</p>	<p>Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.</p>	

Oklahoma Academic Standards for English Language Arts Grade 9 Crosswalk

2021	2016	Notes/Analysis
<p>Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</p>	<p>Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	
<p>9.8.R Students will select texts for specific purposes and read independently for extended periods of time.</p>	<p>9.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	
<p>Writing Students will write independently, intentionally selecting modes, purposes, and audiences.</p>	<p>Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	
<p>9.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.</p>	<p>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.</p>	

Grade 10 Crosswalk

2021	2016	Notes/Analysis
<p>Standard 1: Listening and Speaking Students will listen and speak effectively in a variety of situations.</p>	<p>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.</p>	
<p>Listening Students will develop and apply effective communication skills through active listening.</p>	<p>Reading Students will develop and apply effective communication skills through speaking and active listening.</p>	
<p>10.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.</p>	<p>10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p>	
<p>10.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.</p>	<p>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.</p>	
<p>Speaking Students will develop and apply effective communication skills to share ideas through speaking.</p>	<p>Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
<p>10.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.</p>	<p>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.</p>	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
<p>10.1.S.2 Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.</p>	<p>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.</p>	
<p>10.1.S.3 Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.</p>	<p>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.</p>	
<p>Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.</p>	<p>Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.</p>	
<p>Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</p>	<p>Reading Students will read and comprehend increasingly complex literary and informational texts.</p>	
<p>10.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.</p>	<p>10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p>	
<p>10.2.R.2 Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.</p>	<p>10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.</p>	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
<p>Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</p>	<p>Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	
<p>10.2.W.1 Students will routinely and recursively prewrite (e.g., develop and organize ideas).</p>	<p>10.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.</p>	
<p>10.2.W.2 Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).</p>	<p>10.2.W.3 Students will 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.</p>	
<p>10.2.W.3 Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.</p>	<p>10.2.W.4 Students will 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.</p>	
<p>10.2.W.4 Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication.</p>	<p>10.2.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).</p>	
<p>10.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).</p>	<p>This objective did not exist in 2016.</p>	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
This objective was removed in 2021.	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.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
Reading Students will analyze , interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres .	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 analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts .	10.3.R.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.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts .	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.	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
<p>10.3.R.3 Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:</p> <ul style="list-style-type: none"> • setting • plot structure (e.g., foreshadowing, flashback, <i>in media res</i>) • conflict (i.e., internal, external) • characters (e.g., protagonist, antagonist) • characterization (i.e., direct, indirect) • point of view (e.g., narrator reliability) • archetypes 	<p>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:</p> <ul style="list-style-type: none"> • character development • theme • conflict (i.e., internal and external) • archetypes 	
<p>10.3.R.4 Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:</p> <ul style="list-style-type: none"> • figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism) • sound devices (i.e., onomatopoeia, alliteration, assonance) • irony (i.e., verbal, situational, dramatic) 	<p>10.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • figurative language • imagery • tone • symbolism • irony 	
<p>10.3.R.5 Students will evaluate the validity of a speaker’s argument:</p> <ul style="list-style-type: none"> • distinguish the kinds of evidence (e.g., logical, empirical, anecdotal) • distinguish substantiated from unsubstantiated claims • analyze rhetorical appeals (i.e., ethos, logos, pathos) • identify bias • identify logical fallacies 	<p>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.</p>	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
<p>10.3.R.6 Students will analyze how informational text structures support the author’s purpose.</p>	<p>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.</p>	
<p>10.3.R.7 Students will analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.</p>	<p>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.</p>	
<p>Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	<p>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.</p>	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
<p>10.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> ● include engaging plots involving well-developed, complex characters resolving conflicts ● establish narrator(s) that enhance(s) the narrative ● are intentionally sequenced in a way to achieve a specific effect ● provide clear descriptions, using precise language, sensory details, and dialogue ● include varied syntax to enhance readability ● emulate literary elements and/or literary devices from mentor texts 	<p>10.3.W.1 NARRATIVE Students will write narratives embedded in other modes as appropriate.</p>	
<p>10.3.W.2 Students will compose informative essays, reports, or technical writing that:</p> <ul style="list-style-type: none"> ● objectively introduce and develop topics ● include a defensible thesis ● incorporate evidence ● maintain an organized structure ● use sentence variety and word choice to create clarity and concision ● establish and maintain a formal style ● emulate literary devices from mentor texts 	<p>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.</p> <p>10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p>	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
<p>10.3.W.3 Students will compose argumentative essays, reviews, or op-eds that:</p> <ul style="list-style-type: none"> ● introduce precise, informed claims ● include a defensible thesis ● acknowledge counterclaims or alternate perspectives ● organize claims, counterclaims, and evidence in a logical sequence ● provide the most relevant evidence to develop balanced arguments, using credible sources ● use sentence variety and word choice to create clarity and concision ● use style and tone that suits the audience and purpose 	<p>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.</p> <p>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.</p>	
<p>10.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.</p>	<p>10.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>	
<p>Standard 4: Vocabulary Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</p>	<p>Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.</p>	
<p>Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.</p>	<p>Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
10.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies .	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.2 Students will use context clues, connotation , and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	10.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	
10.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon , Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.	10.4.R.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.R.4 Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	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.	
This objective was absorbed into the Vocabulary reading strand statement.	10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	
Writing Students will apply knowledge of vocabulary to speak and write effectively .	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
10.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.	10.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.	
10.4.W.2 Students will select language to create a specific effect in writing according to purpose and audience .	10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	
Standard 5: Language Students will expand and apply knowledge of grammar, usage, mechanics , and style to comprehend texts and communicate effectively .	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will expand and apply knowledge of grammar, usage, mechanics , and style to comprehend , analyze, and/or evaluate a variety of texts.	Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
10.5.R.1 Students will recognize and analyze the effect of parallel structure, active and passive voice, and various types of phrases and clauses to convey specific meanings.	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.	
10.5.R.2 Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.	This objective did not exist in 2016.	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
<p>Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	<p>Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	
<p>10.5.W.1 Students will use or revise for active/passive voice and parallel structure in words, phrases, and/or clauses for effect.</p>	<p>This objective was revised and moved from grade 9.</p>	
<p>10.5.W.2 Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses.</p>	<p>This objective was revised and moved from grade 9.</p>	
<p>10.5.W.3 Students will demonstrate their use of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect.</p>	<p>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.</p>	
<p>10.5.W.4 Students will write using correct capitalization mechanics. Grade of Mastery: 4</p>	<p>10.5.W.1 Students will write using correct mechanics.</p>	
<p>10.5.W.5 Students will write using correct end mark mechanics. Grade of Mastery: 4</p>		

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	
<p>10.5.W.6 Students will write using correct apostrophe mechanics.</p> <p>Grade of Mastery: 5</p>	<p>10.5.W.1 Students will write using correct mechanics.</p>	
<p>10.5.W.7 Students will write using correct comma mechanics.</p> <p>Grade of Mastery: 9</p>		
<p>10.5.W.8 Students will use a colon to reveal information.</p>	<p>This objective did not exist in 2016.</p>	
<p>10.5.W.9 Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.</p>	<p>This objective did not exist in 2016.</p>	
<p>10.5.W.10 Students will write using correct italics mechanics.</p> <p>Grade of Mastery: 8</p>	<p>10.5.W.1 Students will write using correct mechanics.</p>	
<p>10.5.W.11 Students will write using correct semicolon mechanics.</p> <p>Grade of Mastery: 8</p>		
<p>This objective was moved to grades 7-8.</p>	<p>10.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, to signal differing relationships among ideas.</p>	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
<p>Standard 6: Research Students will engage in inquiry to acquire, refine, and communicate accurate information.</p>	<p>Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.</p>	
<p>Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>	<p>Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	
<p>10.6.R.1 Students will find and comprehend information about a topic, using their own viable research questions.</p>	<p>10.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p>	
<p>10.6.R.2 Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.</p>	<p>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.</p>	
<p>10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	
<p>Writing Students will synthesize information ethically through speaking and writing.</p>	<p>Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
10.6.W.1 Students will formulate and refine a viable research question.	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.2 Students will develop a clear, concise, defensible thesis statement.		
10.6.W.3 Students will integrate quotes, paraphrases, and summaries from research , following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.	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 present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.	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.4 Students will synthesize and present information in a report.	
Standard 7: Multimodal Literacies Students will comprehend and communicate knowledge through alphabetic, aural , visual, spatial , and/or gestural content .	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 comprehend and evaluate multimodal content .	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
<p>10.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.</p>	<p>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.</p>	
	<p>10.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	
<p>Writing Students will create multimodal content to communicate effectively.</p>	<p>Writing Students will create multimodal texts to communicate knowledge and develop arguments.</p>	
<p>10.7.W Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.</p>	<p>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.</p>	
<p>This objective was removed in 2021.</p>	<p>10.7.W.1 Students will critique the sources of multimodal content.</p>	
<p>Standard 8: Independent Reading and Writing Students will read and write independently for a variety of purposes and periods of time.</p>	<p>Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.</p>	

Oklahoma Academic Standards for English Language Arts Grade 10 Crosswalk

2021	2016	Notes/Analysis
<p>Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</p>	<p>Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	
<p>10.8.R Students will select texts for specific purposes and read independently for extended periods of time.</p>	<p>10.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	
<p>Writing Students will write independently, intentionally selecting modes, purposes, and audiences.</p>	<p>Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	
<p>10.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.</p>	<p>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.</p>	

Grade 11 Crosswalk

2021	2016	Notes/Analysis
<p>Standard 1: Listening and Speaking Students will listen and speak effectively in a variety of situations.</p>	<p>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.</p>	
<p>Listening Students will develop and apply effective communication skills through active listening.</p>	<p>Reading Students will develop and apply effective communication skills through speaking and active listening.</p>	
<p>11.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.</p>	<p>11.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p>	
<p>11.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.</p>	<p>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.</p>	
<p>Speaking Students will develop and apply effective communication skills to share ideas through speaking.</p>	<p>Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
<p>11.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.</p>	<p>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.</p>	

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
<p>11.1.S.2 Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.</p>	<p>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.</p>	
<p>11.1.S.3 Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.</p>	<p>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.</p>	
<p>Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.</p>	<p>Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.</p>	
<p>Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</p>	<p>Reading Students will read and comprehend increasingly complex literary and informational texts.</p>	
<p>11.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.</p>	<p>11.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p>	
<p>11.2.R.2 Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.</p>	<p>11.2.R.2 Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.</p>	

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
<p>Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</p>	<p>Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	
<p>11.2.W.1 Students will routinely and recursively prewrite (e.g., develop and organize ideas).</p>	<p>11.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.</p>	
<p>11.2.W.2 Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).</p>	<p>11.2.W.3 Students will 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.</p>	
<p>11.2.W.3 Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.</p>	<p>11.2.W.4 Students will 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.</p>	
<p>11.2.W.4 Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication.</p>	<p>11.2.W.5 Students will use resources to find correct spellings of words (e.g., wordwall, vocabulary notebook, print and electronic dictionaries, and spell-check).</p>	
<p>11.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).</p>	<p>This objective did not exist in 2016.</p>	

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
This objective was removed in 2021.	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.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
Reading Students will analyze , interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.	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 choices in grade-level literary and informational texts .	11.3.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.	
11.3.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts .	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.	

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
<p>11.3.R.3 Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:</p> <ul style="list-style-type: none"> ● setting ● plot structure (e.g., foreshadowing, flashback, <i>in media res</i>) ● conflict (i.e., internal, external) ● characters (e.g., protagonist, antagonist) ● characterization (i.e., direct, indirect) ● point of view (e.g., narrator reliability) ● archetypes 	<p>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:</p> <ul style="list-style-type: none"> ● theme ● archetypes 	
<p>11.3.R.4 Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:</p> <ul style="list-style-type: none"> ● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism) ● sound devices (i.e., onomatopoeia, alliteration, assonance) ● irony (i.e., verbal, situational, dramatic) 	<p>11.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> ● imagery ● tone ● symbolism ● irony 	
<p>11.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints, including examining rhetorical appeals, bias, and use of logical fallacies.</p>	<p>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.</p>	

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
<p>11.3.R.6 Students will analyze how informational text structures support the author’s purpose.</p>	<p>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.</p>	
<p>11.3.R.7 Students will evaluate how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.</p>	<p>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.</p>	
<p>Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	<p>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.</p>	

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
<p>11.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> ● include engaging plots involving well-developed, complex characters resolving conflicts ● establish narrator(s) that enhance(s) the narrative ● are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme) ● provide clear descriptions, using precise language, sensory details, and dialogue ● include varied syntax to enhance readability ● emulate literary elements and/or literary devices from mentor texts 	<p>11.3.W.1 NARRATIVE Students will write narratives embedded in other modes as appropriate.</p>	
<p>11.3.W.2 Students will compose informative essays, reports, or technical writing that:</p> <ul style="list-style-type: none"> ● objectively introduce and develop topics ● include a defensible thesis ● incorporate evidence (e.g., specific facts, details, charts and graphs, data) ● maintain an organized structure ● use sentence variety and word choice to create clarity and concision ● establish and maintain a formal style ● emulate literary devices from mentor texts 	<p>11.3.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.</p> <p>11.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p>	

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
<p>11.3.W.3 Students will compose argumentative essays, reviews, or op-eds that:</p> <ul style="list-style-type: none"> ● introduce precise, informed claims ● include a defensible thesis ● acknowledge counterclaims or alternate perspectives ● organize claims, counterclaims, and evidence in a logical sequence ● provide the most relevant evidence to develop balanced arguments, using credible sources ● use sentence variety and word choice to create clarity and concision ● use style and tone that suits the audience and purpose 	<p>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.</p>	
	<p>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.</p>	
<p>11.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.</p>	<p>11.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>	
<p>Standard 4: Vocabulary Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</p>	<p>Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.</p>	
<p>Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.</p>	<p>Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
11.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies .	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.2 Students will use context clues, connotation , and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	11.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	
11.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon , Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.	11.4.R.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.4 Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	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.	
This objective was absorbed into the Vocabulary reading strand statement.	11.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	
Writing Students will apply knowledge of vocabulary to speak and write effectively .	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
11.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.	11.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.	
11.4.W.2 Students will select language to create a specific effect in writing according to purpose and audience .	11.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	
Standard 5: Language Students will expand and apply knowledge of grammar, usage, mechanics , and style to comprehend texts and communicate effectively .	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will expand and apply knowledge of grammar, usage, mechanics , and style to comprehend , analyze, and/or evaluate a variety of texts.	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 syntax (e.g., parallel structure, active and passive voice, and phrases/clauses) to analyze and evaluate a variety of texts, understanding that usage and convention change over time.	11.5.R.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.	
11.5.R.2 Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.	This objective did not exist in 2016.	

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
<p>Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	<p>Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	
<p>11.5.W.1 Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses, intentionally breaking the rules for effect when appropriate.</p>	<p>This objective did not exist in 2016.</p>	
<p>11.5.W.2 Students will demonstrate command of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect.</p>	<p>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.</p>	
<p>11.5.W.3 Students will write using correct capitalization mechanics. Grade of Mastery: 4</p>	<p>11.5.W.1 Students will write using correct mechanics.</p>	
<p>11.5.W.4 Students will write using correct end mark mechanics. Grade of Mastery: 4</p>		

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
<p>11.5.W.5 Students will write using correct apostrophe mechanics.</p> <p>Grade of Mastery: 5</p>	<p>11.5.W.1 Students will write using correct mechanics.</p>	
<p>11.5.W.6 Students will write using correct comma mechanics.</p> <p>Grade of Mastery: 9</p>		
<p>11.5.W.7 Students will use a colon or dash to reveal information in a sentence.</p>	<p>This objective did not exist in 2016.</p>	
<p>11.5.W.8 Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.</p>	<p>This objective did not exist in 2016.</p>	
<p>11.5.W.9 Students will write using correct italics mechanics.</p> <p>Grade of Mastery: 8</p>	<p>11.5.W.1 Students will write using correct mechanics.</p>	
<p>11.5.W.10 Students will write using correct semicolon mechanics.</p> <p>Grade of Mastery: 8</p>		
<p>This objective was revised and moved to grades 7-8.</p>	<p>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.</p>	

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
Standard 6: Research Students will engage in inquiry to acquire, refine, and communicate accurate information .	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading Students will gather , comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
11.6.R.1 Students will find and comprehend information about a topic, using their own viable research questions.	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 relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.	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.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	11.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	
Writing Students will synthesize information ethically through speaking and writing .	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 formulate and refine a viable research question.	This objective did not exist in 2016.	
11.6.W.2 Students will develop a clear, concise, defensible thesis statement.	11.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.	

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2021	2016	Notes/Analysis
11.6.W.3 Students will integrate quotes, paraphrases, and summaries from research , following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.	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 present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.	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.W.4 Students will synthesize and present information in a report.	
Standard 7: Multimodal Literacies Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content .	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 comprehend and evaluate multimodal content .	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
11.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.	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.	

Oklahoma Academic Standards for English Language Arts Grade 11 Crosswalk

2021	2016	Notes/Analysis
<p>Writing Students will create multimodal content to communicate effectively.</p>	<p>Writing Students will create multimodal texts to communicate knowledge and develop arguments.</p>	
<p>11.7.W Students will create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences.</p>	<p>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.</p>	
	<p>11.7.W.1 Students will design and develop multimodal content for a variety of purposes.</p>	
<p>Standard 8: Independent Reading and Writing Students will read and write independently for a variety of purposes and periods of time.</p>	<p>Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.</p>	
<p>Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</p>	<p>Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	
<p>11.8.R Students will select texts for specific purposes and read independently for extended periods of time.</p>	<p>11.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	
<p>Writing Students will write independently, intentionally selecting modes, purposes, and audiences.</p>	<p>Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	

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2021	2016	Notes/Analysis
<p>11.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.</p>	<p>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.</p>	

Grade 12 Crosswalk

2021	2016	Notes/Analysis
<p>Standard 1: Listening and Speaking Students will listen and speak effectively in a variety of situations.</p>	<p>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.</p>	
<p>Listening Students will develop and apply effective communication skills through active listening.</p>	<p>Reading Students will develop and apply effective communication skills through speaking and active listening.</p>	
<p>12.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.</p>	<p>12.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p>	
<p>12.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.</p>	<p>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.</p>	
<p>Speaking Students will develop and apply effective communication skills to share ideas through speaking.</p>	<p>Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
<p>12.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.</p>	<p>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.</p>	

Oklahoma Academic Standards for English Language Arts Grade 12 Crosswalk

2021	2016	Notes/Analysis
12.1. S.2 Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.	12.1.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.	
12.1. S.3 Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues .	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.	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	
Reading Students will read and comprehend inclusive, diverse , and increasingly complex literary and informational texts.	Reading Students will read and comprehend increasingly complex literary and informational texts.	
12.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex 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 identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction .	12.2.R.2 Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.	

Oklahoma Academic Standards for English Language Arts Grade 12 Crosswalk

2021	2016	Notes/Analysis
<p>Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</p>	<p>Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	
<p>12.2.W.1 Students will routinely and recursively prewrite (e.g., develop and organize ideas).</p>	<p>12.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.</p>	
<p>12.2.W.2 Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).</p>	<p>12.2.W.3 Students will 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.</p>	
<p>12.2.W.3 Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.</p>	<p>12.2.W.4 Students will 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.</p>	
<p>12.2.W.4 Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication.</p>	<p>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).</p>	
<p>12.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).</p>	<p>This objective did not exist in 2016.</p>	

Oklahoma Academic Standards for English Language Arts Grade 12 Crosswalk

2021	2016	Notes/Analysis
This objective was removed in 2021.	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.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
Reading Students will analyze , interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.	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 choices in grade-level literary and informational texts .	12.3.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.	
12.3.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts .	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.	

Oklahoma Academic Standards for English Language Arts Grade 12 Crosswalk

2021	2016	Notes/Analysis
<p>12.3.R.3 Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:</p> <ul style="list-style-type: none"> ● setting ● plot structure (e.g., foreshadowing, flashback, <i>in media res</i>) ● conflict (i.e., internal, external) ● characters (e.g., protagonist, antagonist) ● characterization (i.e., direct, indirect) ● point of view (e.g., narrator reliability) ● archetypes 	<p>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.</p>	
<p>12.3.R.4 Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:</p> <ul style="list-style-type: none"> ● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism) ● sound devices (i.e., onomatopoeia, alliteration, assonance) ● irony (i.e., verbal, situational, dramatic) 	<p>12.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.</p>	
<p>12.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints, including examining rhetorical appeals, bias, and use of logical fallacies.</p>	<p>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.</p>	

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2021	2016	Notes/Analysis
<p>12.3.R.6 Students will analyze how informational text structures support the author’s purpose.</p>	<p>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.</p>	
<p>12.3.R.7 Students will evaluate how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.</p>	<p>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.</p>	
<p>Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	<p>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.</p>	

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2021	2016	Notes/Analysis
<p>12.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> ● include engaging plots involving well-developed, complex characters resolving conflicts ● establish narrator(s) that enhance(s) the narrative ● are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme) ● provide clear descriptions, using precise language, sensory details, and dialogue ● include varied syntax to enhance readability ● emulate literary elements and/or literary devices from mentor texts 	<p>12.3.W.1 NARRATIVE Students will write narratives embedded in other modes as appropriate.</p>	
<p>12.3.W.2 Students will compose informative essays, reports, or technical writing that:</p> <ul style="list-style-type: none"> ● objectively introduce and develop topics ● include a defensible thesis ● incorporate evidence (e.g., specific facts, details, charts and graphs, data) ● maintain an organized structure ● use sentence variety and word choice to create clarity and concision ● establish and maintain a formal style ● emulate literary devices from mentor texts 	<p>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.</p> <p>12.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p>	

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2021	2016	Notes/Analysis
<p>12.3.W.3 Students will compose argumentative essays, reviews, or op-eds that:</p> <ul style="list-style-type: none"> • introduce precise, informed claims • include a defensible thesis • acknowledge counterclaims or alternate perspectives • organize claims, counterclaims, and evidence in a logical sequence • provide the most relevant evidence to develop balanced arguments, using credible sources • use sentence variety and word choice to create clarity and concision • use style and tone that suits the audience and purpose 	<p>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.</p> <p>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.</p>	
<p>12.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.</p>	<p>12.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>	
<p>Standard 4: Vocabulary Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</p>	<p>Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.</p>	
<p>Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.</p>	<p>Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	

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2021	2016	Notes/Analysis
12.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies .	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.2 Students will use context clues, connotation , and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	12.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	
12.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon , Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.	12.4.R.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.4 Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	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.	
This objective was absorbed into the Vocabulary reading strand statement.	12.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	
Writing Students will apply knowledge of vocabulary to speak and write effectively .	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	

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2021	2016	Notes/Analysis
12.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.	12.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.	
12.4.W.2 Students will select language to create a specific effect in writing according to purpose and audience .	12.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	
Standard 5: Language Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively .	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend , analyze, and/or evaluate a variety of texts.	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 syntax (e.g., parallel structure, active and passive voice, and phrases/clauses) to analyze and evaluate a variety of texts, understanding that usage and convention change over time.	12.5.R.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.	
12.5.R.2 Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.	This objective did not exist in 2016.	

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2021	2016	Notes/Analysis
<p>Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	<p>Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	
<p>12.5.W.1 Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses, intentionally breaking the rules for effect when appropriate.</p>	<p>This objective did not exist in 2016.</p>	
<p>12.5.W.2 Students will demonstrate command of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect.</p>	<p>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.</p>	
<p>12.5.W.3 Students will write using correct capitalization mechanics. Grade of Mastery: 4</p>	<p>12.5.W.1 Students will write using correct mechanics.</p>	
<p>12.5.W.4 Students will write using correct end mark mechanics. Grade of Mastery: 4</p>		

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2021	2016	Notes/Analysis
<p>12.5.W.5 Students will write using correct apostrophe mechanics.</p> <p>Grade of Mastery: 5</p>	<p>12.5.W.1 Students will write using correct mechanics.</p>	
<p>12.5.W.6 Students will write using correct comma mechanics.</p> <p>Grade of Mastery: 9</p>		
<p>12.5.W.7 Students will use a colon or dash to reveal information in a sentence.</p>	<p>This objective did not exist in 2016.</p>	
<p>12.5.W.8 Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.</p>	<p>This objective did not exist in 2016.</p>	
<p>12.5.W.9 Students will write using correct italics mechanics.</p> <p>Grade of Mastery: 8</p>	<p>12.5.W.1 Students will write using correct mechanics.</p>	
<p>12.5.W.10 Students will write using correct semicolon mechanics.</p> <p>Grade of Mastery: 8</p>		
<p>This objective was revised and moved to grades 7-8.</p>	<p>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.</p>	

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2021	2016	Notes/Analysis
<p>Standard 6: Research Students will engage in inquiry to acquire, refine, and communicate accurate information.</p>	<p>Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.</p>	
<p>Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>	<p>Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	
<p>12.6.R.1 Students will find and comprehend information about a topic, using their own viable research questions.</p>	<p>12.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p>	
<p>12.6.R.2 Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.</p>	<p>12.6.R.2 Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.</p>	
<p>12.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>12.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	
<p>Writing Students will synthesize information ethically through speaking and writing.</p>	<p>Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	
<p>12.6.W.1 Students will formulate and refine a viable research question.</p>	<p>This objective did not exist in 2016.</p>	
<p>12.6.W.2 Students will develop a clear, concise, defensible thesis statement.</p>	<p>12.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.</p>	

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2021	2016	Notes/Analysis
12.6.W.3 Students will integrate quotes, paraphrases, and summaries from research , following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.	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 present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.	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.4 Students will synthesize and present information in a report.	
Standard 7: Multimodal Literacies Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content .	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 comprehend and evaluate multimodal content .	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
12.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.	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.	

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2021	2016	Notes/Analysis
<p>Writing Students will create multimodal content to communicate effectively.</p>	<p>Writing Students will create multimodal texts to communicate knowledge and develop arguments.</p>	
<p>12.7.W Students will create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences.</p>	<p>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.</p>	
	<p>12.7.W.1 Students will create multimodal content to communicate knowledge and defend arguments.</p>	
<p>Standard 8: Independent Reading and Writing Students will read and write independently for a variety of purposes and periods of time.</p>	<p>Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.</p>	
<p>Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</p>	<p>Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	
<p>12.8.R Students will select texts for specific purposes and read independently for extended periods of time.</p>	<p>12.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	
<p>Writing Students will write independently, intentionally selecting modes, purposes, and audiences.</p>	<p>Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	

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2021	2016	Notes/Analysis
<p>12.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.</p>	<p>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.</p>	