



Oklahoma Academic Standards

ENGLISH LANGUAGE ARTS

Vertical Progressions, Grades 6–12



**OKLAHOMA
Education**

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Vertical Progressions, Grades 6-12 Introduction

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

The document is organized by standard, with the reading strand occurring first, followed by the writing strand. Objectives in each strand appear in numerical order. If a skill is repeated in more than one grade, the objective code will include all the grades and a hyphen. For example, a Standard 5 writing objective that is the same for grades 6 and 7 is shown as 6-7.5.W.2 in the chart. Additionally, merged cells in the chart indicate that an objective remains the same from grade to grade. (See the third row of the sample table to the right.)

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

| Grade 6 | Grade 7 | Grade 8 |
|---|---------|--|
| Grades 6-8 do not have an objective about active/passive voice and parallel structure. | | |
| 6-7.5.W.2 Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns. | | 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. |

Sample Table

Teachers and school districts can use these progressions to plan vertically, to identify a student’s skill level on a continuum, and to track the evolution of a particular skill. Ideally, secondary teachers will not only examine the Grades 6-12 vertical progression but will also examine the Grades Pre-K–5 vertical progression, and vice versa. Doing so will give teachers a deeper understanding of the standards and provide a more comprehensive view of the expectations for English language arts in Oklahoma.

Visit the ELA Standards page at sde.ok.gov/ela-standards for more standards resources: Complete Standards Document, Appendix, and Elementary & Secondary Crosswalks.

Standard 1: Listening & Speaking

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

| Listening Students will develop and apply effective communication skills through active listening. | | | |
|--|---|--|--|
| Grade 6 | Grade 7 | Grade 8 | Grades 9-12 |
| 6-8.1.L.1 Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly. | | | 9-12.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues. |
| 6.1.L.2 Students will actively listen and interpret a speaker’s verbal messages and ask questions to clarify the speaker’s purpose. | 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. | 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. | 9-12.1.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. |
| Speaking Students will develop and apply effective communication skills to share ideas through speaking. | | | |
| 6.1.S.1 Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions. | 7-12.1.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. | | |
| 6-8.1.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. | | | 9-12.1.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. |

Oklahoma Academic Standards for English Language Arts Grades 6-12

| Grade 6 | Grade 7 | Grade 8 | Grades 9-12 |
|--|---|--|---|
| <p>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.</p> | <p>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.</p> | <p>8.1.S.3 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea while determining the purpose, content, and form to suit the audience.</p> | <p>9-12.1.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.</p> |

Standard 2: Reading & Writing Process

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

| Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts. | | | |
|---|--|---|---|
| Grade 6 | Grade 7 | Grade 8 | Grades 9-12 |
| 6.2.R.1 Students will summarize alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension. | 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. | 8.2.R.1 Students will summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts. | 9-12.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts. |
| 6-7.2.R.2 Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres. | | 8.2.R.2 Students will analyze details in fiction, poetry, and nonfiction texts to identify characteristics of genres. | 9-12.2.R.2 Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction. |
| 6.2.R.3 Students will paraphrase a paragraph in their own words to demonstrate comprehension. | 7.2.R.3 Students will paraphrase a short passage in their own words to demonstrate comprehension. | 8.2.R.3 Students will paraphrase a passage in their own words to demonstrate comprehension. | Paraphrase is incorporated in 9-12.2.R.1. |
| Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing. | | | |
| 6-8.2.W.1 Students will routinely and recursively prewrite (e.g., develop ideas and plan). | | | 9-12.2.W.1 Students will routinely and recursively prewrite (e.g., develop and organize ideas). |
| 6-8.2.W.2 Students will routinely and recursively organize and develop ideas to compose a first draft. | | | 9-12.2.W.2 Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.). |

Oklahoma Academic Standards for English Language Arts Grades 6-12

| Grade 6 | Grade 7 | Grade 8 | Grades 9-12 |
|---|---|--|--|
| <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>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>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).</p> | <p>9-12.2.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>6-8.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.</p> | | | <p>9-12.2.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>6-8.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).</p> | | | <p>9-12.2.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> |

Standard 3: Critical Reading and Writing

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

| 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. | | | |
|---|--|---|---|
| Grade 6 | Grade 7 | Grade 8 | Grades 9-12 |
| 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. | 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. | 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. | 9-12.3.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. |
| 6-7.3.R.2 Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts. | | 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. | 9-12.3.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts. |

Oklahoma Academic Standards for English Language Arts Grades 6-12

| Grade 6 | Grade 7 | Grade 8 | Grades 9-12 |
|---|---|--|--|
| <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>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>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>9-12.3.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>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>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>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>9-12.3.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) |

Oklahoma Academic Standards for English Language Arts Grades 6-12

| Grade 6 | Grade 7 | Grade 8 | Grades 9-10 | Grades 11-12 |
|---|---|--|--|--|
| <p>6.3.R.5 Students will identify literary elements and devices that impact a text’s theme.</p> | <p>7.3.R.5 Students will identify literary elements and devices that impact a text’s theme and mood.</p> | <p>8.3.R.5 Students will identify literary elements and devices that impact a text’s theme, mood, and tone.</p> | <p>Theme, mood, and tone are incorporated in 9-12.3.R.3 & 9-12.3.R.4.</p> | |
| <p>6.3.R.6 Students will categorize facts included in an argument as for or against an issue.</p> | <p>7.3.R.6 Students will distinguish factual claims from opinions.</p> | <p>8.3.R.6 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</p> | <p>9-10.3.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>11-12.3.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>6-8.3.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>9-12.3.R.6 Students will analyze how informational text structures support the author’s purpose.</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>7.3.R.8 Students will analyze multiple ideas from a text, providing textual evidence to support their inferences.</p> | <p>8.3.R.8 Students will compare or contrast two or more texts, providing textual evidence to support their inferences.</p> | <p>9-10.3.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>11-12.3.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> |

Oklahoma Academic Standards for English Language Arts Grades 6-12

| Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences. | | | |
|--|--|--|--|
| Grade 6 | Grade 7 | Grade 8 | Grades 9-12 |
| <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>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>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>9-12.3.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 |

Oklahoma Academic Standards for English Language Arts Grades 6-12

| Grade 6 | Grades 7-8 | Grades 9-12 |
|--|---|---|
| <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>7-8.3.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>9-12.3.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 |

Oklahoma Academic Standards for English Language Arts Grades 6-12

| Grade 6 | Grade 7 | Grade 8 | Grades 9-12 |
|---|--|---|--|
| <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>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>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>9-12.3.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>This objective begins in Grade 9.</p> | | | <p>9-12.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.</p> |

Standard 4: Vocabulary

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

| Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion. | | |
|---|--|---|
| Grade 6 | Grade 7-8 | Grades 9-12 |
| 6-12.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies. | | |
| 6-12.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words. | | |
| 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. | 7-8.4.R.3 Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words. | 9-12.4.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. |
| 6-8.4.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. | | 9-12.4.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. |
| Writing Students will apply knowledge of vocabulary to speak and write effectively. | | |
| 6-8.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate ideas. | | 9-12.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas. |
| 6-8.4.W.2 Students will select language in writing to create a specific effect according to purpose. | | 9-12.4.W.2 Students will select language to create a specific effect in writing according to purpose and audience. |

Standard 5: Language

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

| Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts. | | | | | |
|--|---|--|---|---|--|
| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grades 10 | Grades 11-12 |
| 6.5.R.1 Students will recognize simple, compound, and complex sentences. | 7.5.R.1 Students will recognize simple, compound, complex, and compound-complex sentences and explain their effects. | 8.5.R.1 Students will recognize active and passive voice and misplaced and dangling modifiers in sentences. | 9.5.R.1 Students will recognize and examine the effect of parallel structure and active and passive voice to convey specific meanings. | 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. | 11-12.5.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. |

Oklahoma Academic Standards for English Language Arts Grades 6-12

| Grade 6 | Grade 7 | Grade 8 | Grade 9-12 |
|--|---|---|--|
| <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>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>8.5.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 • 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 | <p>9-12.5.R.2 Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.</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>6.5.W.1 Students will compose simple, compound, and complex sentences to add clarity and variety in their writing.</p> | <p>7-8.5.W.1 Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.</p> | <p>Grades 9-12 do not have an objective about sentence types.</p> | |

Oklahoma Academic Standards for English Language Arts Grades 6-12

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grades 11-12 |
|---|---|--|--|---|--|
| Grades 6-8 do not have an objective about active/passive voice and parallel structure. | | | 9.5.W.1 Students will use or revise for active/passive voice and parallel structure in words and phrases for effect. | 10.5.W.1 Students will use or revise for active/passive voice and parallel structure in words, phrases, and/or clauses for effect. | Grades 11-12 do not have an objective about active/passive voice and parallel structure. |
| 6-7.5.W.2 Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns. | | 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. | 9-10.5.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. | | 11-12.5.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. |
| 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. | 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). | 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. | 9.5.W.3 Students will recognize and correct misplaced and dangling modifiers. | 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. | 11-12.5.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. |
| 6-10.5.W.4 / 11-12.5.W.3 Students will write using correct capitalization mechanics. <i>Grade of Mastery: 4</i> | | | | | |
| 6-12.5.W.5 / 11-12.5.W.4 Students will write using correct end mark mechanics. <i>Grade of Mastery: 4</i> | | | | | |
| 6-12.5.W.6 / 11-12.5.W.5 Students will write using correct apostrophe mechanics. <i>Grade of Mastery: 5</i> | | | | | |

Oklahoma Academic Standards for English Language Arts Grades 6-12

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grades 11-12 |
|---|--|---|---|---|---|
| 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?). | 7.5.W.7 Students will use commas to separate words or phrases in a series. | 8.5.W.7 Students will use commas to separate coordinate adjectives (e.g., a fascinating, enjoyable movie). | 9.5.W.7 Students will use commas to set off simple parenthetical elements. | 10.5.W.7 / 11-12.5.W.6 Students will write using correct comma mechanics. <i>Grade of Mastery: 9</i> | |
| 6-8.5.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.”). | | | 9-10.5.W.8 Students will use a colon to reveal information (e.g., The prince searched the castle high and low for his most prized possession: his guitar.). | | 11-12.5.W.7 Students will use a colon or dash to reveal information in a sentence. |
| 6-7.5.W.9 Students will use quotation marks to indicate dialogue, quoted material, and titles of works. | | 8.5.W.9 Students will write using correct quotation marks mechanics. <i>Grade of Mastery: 8</i> | 9-10.5.W.9 / 11-12.5.W.8 Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material. | | |
| 6.5.W.10 Students will use underlining or italics to indicate titles of works. | 7-8.5.W.10 Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language. | | 9-10.5.W.10 / 11-12.5.W.9 Students will write using correct italics mechanics. <i>Grade of Mastery: 8</i> | | |
| 6.5.W.11 Students will use a semicolon to punctuate compound sentences. | 7-8.5.W.11 Students will use a semicolon to punctuate compound and compound-complex sentences. | | 9-10.5.W.11 / 11-12.5.W.10 Students will write using correct semicolon mechanics. <i>Grade of Mastery: 8</i> | | |

Standard 6: Research

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

| Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge. | | | |
|---|--|--|---|
| Grade 6 | Grade 7 | Grade 8 | Grades 9-12 |
| 6.6.R.1 Students will use their own viable research questions to gather information about a topic. | 7-8.6.R.1 Students will find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions. | | 9-12.6.R.1 Students will find and comprehend information about a topic, using their own viable research questions. |
| 6.6.R.2 Students will record and organize information from various primary and secondary sources. | 7-8.6.R.2 Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines. | | 9-12.6.R.2 Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines. |
| 6.6.R.3 Students will determine the relevance and reliability of the information gathered. | 7-8.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered. | | 9-12.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered. |
| Writing Students will synthesize information ethically through speaking and writing. | | | |
| 6-12.6.W.1 Students will formulate and refine a viable research question. | | | |
| 6-7.6.W.2 Students will develop a clear, concise thesis statement. | | 8-12.6.W.2 Students will develop a clear, concise, defensible thesis statement. | |
| 6.6.W.3 Students will quote findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism. | 7.6.W.3 Students will quote and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism. | 8.6.W.3 Students will quote, paraphrase, and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism. | 9-12.6.W.3 Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism. |

Oklahoma Academic Standards for English Language Arts Grades 6-12

| Grade 6 | Grade 7 | Grade 8 | Grades 9-12 |
|---|---|---------|--|
| <p>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).</p> | <p>7-8.6.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>9-12.6.W.4 Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.</p> |

Standard 7: Multimodal Literacies

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

| Reading Students will comprehend and evaluate multimodal content. | | | |
|---|---|---|--|
| Grade 6 | Grade 7 | Grade 8 | Grades 9-12 |
| 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. | 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. | 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. | 9-12.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning. |
| Writing Students will create multimodal content to communicate effectively. | | | |
| 6-7.7.W Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience. | | 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. | 9-12.7.W Students will create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences. |

Standard 8: Independent Reading & Writing

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

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|--|---|---|
| Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes. | | |
| Grade 6 | Grade 7-8 | Grades 9-12 |
| 6-8.8.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. | | 9-12.8.R Students will select texts for specific purposes and read independently for extended periods of time. |
| Writing Students will write independently, intentionally selecting modes, purposes, and audiences. | | |
| 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. | 7-8.8.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. | 9-12.8.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. |