

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.	

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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.	

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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>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</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>	

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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>	

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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>	

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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>	

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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>	

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>	

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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>	

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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>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</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
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.	

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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.1 7.5.R.2 Students will recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	

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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>	

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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.	DO NOT TAKE FORMATIVE UNTIL 8.2.R.3 HAS BEEN TAUGHT.

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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>	

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.	

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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.	

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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.	

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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.	