



**A Side-by-Side Analysis of the Oklahoma Academic Standards for English Language Arts (Final Draft, March, 2016) with the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
Grades 6-8**

Note: The right-hand column includes a rating of the alignment between OK and the CCSS for each statement, along with explanatory notes.

1 = Close Match

2 = Partial Match

3 = Partial Match (with OK missing key content; emphasizing content/performance that may be problematic; or providing too general/broad a statement to effectively guide teaching, learning, and assessment)

4 = No Match – CCSS has expectation and Achieve sees the absence as a weakness.

5 = No Match – CCSS has expectation, OK does not (but that is neither a strength or weakness)

6 = No Match – OK has expectation, and Achieve sees the addition as appropriate or strengthening OK’s standards

7 = No Match – OK has expectation, and Achieve cautions against it (because it is confusing, unnecessary, unmeasurable, or otherwise problematic)

8 = No Match—OK has expectation which does not appear in CCSS, neither a strength nor a weakness

Common Core State Standards for ELA/Literacy – Grade 6	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
--	6.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	6 = No Match; Strength in OK’s standards <i>Notes:</i> Regular independent reading is a good and important practice. As written, standard may pose a measurement challenge, but overall remains a positive.
Reading Standards for Literature		
<i>Key Ideas and Details</i>		
CCSS.RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<i>While OK does not have a separate expectation on textual evidence, some statements do reference using textual evidence, such as:</i> 6.3.R.7 Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.	3=Partial Match; Missing key content <i>Notes:</i> OK does not have a separate throughline on textual evidence. The inclusion of textual evidence is rather haphazard in the standards—included in some reading standards and not in others. OK references textual evidence in specific reading standards but not always the same one across the grade levels.
CCSS.RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	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. 6.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work: <ul style="list-style-type: none"> Setting 	3=Partial Match; Broad; Clarity <i>Notes:</i> The OK objective summary statement is an odd blend of literary and informational expectations. If students write a summary for a literary text, they wouldn’t necessarily be able to include “main idea and supporting details” —might summarize by plot, setting, character. Has the student met the standard? If they write a summary for an informational text, maybe there’s not a

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	<ul style="list-style-type: none"> • Plot • Characters (<i>i.e. protagonist, antagonist</i>) • Characterization • Theme • Conflict (<i>i.e., internal and external</i>) 	<p>“logical sequence of events.” Maybe it is an argument, with supporting reasons, not chronological events. Has the student met the standard?</p>
<p>CCSS.RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<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>i.e. protagonist, antagonist</i>) • Characterization • Theme • Conflict (<i>i.e., internal and external</i>) 	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> Note how the CCSS statement suggests a very specific focus in terms of instruction and learning. The OK statement is more comprehensive—and may be too broad to effectively guide teaching, learning, and assessment. How will a student know when he or she has “met” this standard?</p>
<i>Craft and Structure</i>		
<p>CCSS.RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<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>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.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p>1=Close Match</p> <p><i>Notes:</i> Connection between word choice and tone could be expressed more clearly in OK.</p>
<p>CCSS.RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>6.3.R.6 Students will analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/evidence</i>) and content by making complex inferences about texts to draw</p>	<p>3=Partial Match; Broad; Focus</p> <p><i>Notes:</i> OK statement also appears to refer only to informational</p>

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	simple logical conclusions.	texts, given the structures that are provided as examples. The CCSS statement here applies explicitly to literary texts and plays.
CCSS.RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	6.3.R.2 Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.	2=Partial Match <i>Notes:</i> The OK standard asks students to evaluate how point of view impacts text; CCSS focuses on how point of view is developed within the text.
<i>Integration of Knowledge and Ideas</i>		
CCSS.RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.	6.7.R.2 Students will analyze the impact of selected media and formats on meaning.	3=Partial Match, Broad <i>Notes:</i> With CCSS as worded, one can envision a specific instructional activity; OK as worded is much broader and open to varied interpretations.
(Not applicable to literature)		
CCSS.RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	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.7 Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.	1=Close Match
<i>Range of Reading and Level of Text Complexity</i>		
CCSS.RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Some—but not most—statements within the OK standards explicitly reference “grade-level” text. For example:</i> 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.	4=No Match; Critical content missing <i>Notes:</i> The progression of text complexity across grade levels is essential for college and career readiness and can be ignored when not embedded into the standards. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves (and not the supplemental text around the standards), text complexity will not necessarily be an expectation; does not come across as a priority.
RI: Reading Standards for Informational Text		

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<i>Key Ideas and Details</i>		
<p>CCSS.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>While OK does not have a separate expectation on textual evidence, some statements do reference using textual evidence, such as:</i></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>3=Partial Match; Missing key content</p> <p><i>Notes:</i> OK does not have a separate throughline on textual evidence. The inclusion of textual evidence is rather haphazard in the standards—included in some reading standards and not in others. OK references textual evidence in specific reading standards but not always the same one across the grade levels.</p>
<p>CCSS.RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>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.</p> <p>6.2.R.3 Students will paraphrase main ideas with supporting details in a text.</p>	<p>3=Partial Match; Clarity</p> <p><i>Notes:</i> OK specifies that summaries will communicate a “logical sequence of events.” This suggests chronology, rather than an informational text that is organized as <i>compare/contrast</i>, <i>problem/solution</i>, etc. or an argument that is organized with a claim, warrant, and evidence. As a result, this does not fully align with the CCSS standard for informational texts. There are also construction problems with 6.2.R.3 – What does it mean to paraphrase a main idea <u>with details</u>?</p>
<p>CCSS.RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>--</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> In order to build knowledge, students should attend to how ideas and concepts connect.</p>
<i>Craft and Structure</i>		
<p>CCSS.RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<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>6.4.R.4 Students will infer the relationships among words with</p>	<p>1=Close Match</p> <p><i>Notes:</i> Connection between word choice and tone could be expressed more clearly in OK.</p>

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	<p>multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.</p> <p>6.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	
<p>CCSS.RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>6.3.R.6 Students will analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/evidence</i>) and content by making inferences about texts and use textual evidence to support understanding.</p>	<p>3=Partial Match; Critical Content Missing</p> <p><i>Notes:</i> CCSS expects students to look closely at how individual elements within the text create structure.</p>
<p>CCSS.RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>6.3.R.2 Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> The OK standard asks students to evaluate impact of points of view while the CCSS standard expects students to analyze how the point of view is developed.</p>
<i>Integration of Knowledge and Ideas</i>		
<p>CCSS.RI.6.7: Integrate information presented in different media or formats (<i>e.g., visually, quantitatively</i>) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>6.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p> <p>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.</p>	<p>1=Close Match</p>
<p>CCSS.RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>6.3.R.5 Students will categorize facts included in an argument as <i>for</i> or <i>against</i> an issue.</p> <p>6.6.R.3 Students will determine the relevance, reliability, and validity of information gathered.</p>	<p>3=Partial Match; Key Content Missing</p> <p><i>Notes:</i> Reading expectation is slightly lower-level—identify facts as for or against. CCSS goes farther, in developing students’ skills analyzing arguments and expects that students can <i>trace</i> an argument. This suggests that they can break an argument down to describe its structure:</p> <ul style="list-style-type: none"> ✓ Claim ✓ Evidence ✓ Warrant/reasoning <p>This is crucial if students are to be expected to write their own argument with a clear, compelling, logical structure. The other OK</p>

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		standard that could be compared here focuses on relevance, reliability, and validity in the research strand. The CCSS has such standards too.
<p>CCSS.RI.6.9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>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.</p>	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> OK statement has students comparing authors’ purpose; CCSS has students compare how authors present ideas about the same events.</p>
<i>Range of Reading and Level of Text Complexity</i>		
<p>CCSS.RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Some—but not most—statements within the OK standards explicitly reference “grade-level” text. For example:</i></p> <p>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.</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> The progression of text complexity across grade levels is essential for college and career readiness and can be ignored when not embedded into the standards. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves (and not the supplemental text around the standards), text complexity will not necessarily be an expectation; does not come across as a priority.</p>
W: Writing Standards		
<i>Text Types and Purposes</i>		
<p>CCSS.W.6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented 	<p>OPINION – Grade Level Focus</p> <p>6.3.W.3 Students will clearly state an opinion supported with facts and details.</p> <p>6.3.W.4 Students will show relationships among facts, opinions, and supporting details.</p>	<p>2=Partial Match</p>

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<p>CCSS.W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. 	<p>INFORMATIVE 6.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., <i>specific facts, examples, details</i>) and maintaining an organized structure.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> See above re: writing elements. Here, OK does not include introduction; formatting, graphics, and multimedia; transitions; precise language; formal style; and a conclusion.</p>
<p>CCSS.W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 	<p>NARRATIVE 6.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., <i>internal, eternal</i>), and dialogue.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> See above re: writing elements. Here, OK does not include logical, well- structured event sequence; pacing; transition words; conclusion or resolution; or use of sensory language.</p>
<i>Production and Distribution of Writing</i>		
<p>CCSS.W.6.4: Produce clear and coherent writing in which the</p>	<p>6.2.W.1 Students will apply components of a recursive writing</p>	<p>2=Partial Match</p>

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<p>development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p>6.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting, or a day or two</i>), vary their modes of expression to suit audience and task, and explain how concepts relate to one another.</p>	<p><i>Notes:</i> The CCSS statement focuses on:</p> <ul style="list-style-type: none"> *Clarity *Coherence *Development *Organization *Style <p>*Appropriate to task, purpose, and audience.</p> <p>OK aligns in that it also states that students will seek to “suit audience and task” (although they will simply “vary their modes of expression”—suggesting that they will chose narrative, informational, persuasive writing by task and audience—not that they will seek to adapt their writing in more sophisticated ways.)</p> <p>The OK statement is also somewhat unclear.</p>
<p>CCSS.W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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.</p> <p>6.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p>6.2.W.3 Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p>6.2.4.W Students will edit and revise multiple drafts for intended purpose (<i>e.g., staying on topic</i>), organization, coherence, using a consistent point of view.</p>	<p>1=Close Match</p> <p><i>Notes:</i> The OK statement includes more specifics about the writing process.</p>
<p>CCSS.W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>6.7.W.1 Students will create multimodal content that effectively communicates ideas using technologies and appropriate media.</p>	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> OK focuses on multimodal content to communicate meaning; CCSS focus is on using technology to publish and collaborate with others.</p>
<i>Research to Build Knowledge</i>		
<p>CCSS.W.6.7: Conduct short research projects to answer a question,</p>	<p>6.6.R.1 Students will use their own viable research questions to find</p>	<p>1=Close Match</p>

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drawing on several sources and refocusing the inquiry when appropriate	<p>information about a specific topic.</p> <p>6.6.W.1 Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</p> <p>6.6.W.2 Students will refine and formulate a viable research and/or topic from initial findings.</p>	
CCSS.W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	<p>6.6.R.2 Students will record and organize information from various primary and secondary sources (<i>e.g., print and digital</i>).</p> <p>6.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.</p> <p>6.6.W.3 Students will organize information found during research, following a citation style (<i>e.g., MLA, APA, etc.</i>) with guidance and support.</p> <p>6.6.W.4 Students will summarize and present information in a report.</p>	1=Close Match
CCSS.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (<i>e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics”</i>). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (<i>e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”</i>).	--	4=No Match; Critical content missing <i>Notes:</i> This gap is an indication of a lack of a consistent focus on OK on textual evidence, which the state may want to consider given its strong research standards and the importance of this skill in college classrooms and on the job.
<i>Range of Writing</i>		
CCSS.W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,	6.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting, or a day or two</i>), vary their modes	1=Close Match <i>Notes:</i> Both address that students should write for extended

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purposes, and audiences.	of expression to suit audience and task, and explain how concepts relate to one another.	periods of time and that they should address purpose/task and audience in their writing.
SL: Speaking and Listening		
<i>Comprehension and Collaboration</i>		
CCSS.SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	<p>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.</p> <p>6.1.W.2 Students will work effectively and respectfully with diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	1=Close Match
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	--	4=No Match; Critical content missing <i>Notes:</i> Given OK's emphasis on research and students drawing evidence from texts, it is curious why OK did not add a standard like this one. This skill is important for students to master for college work and on the job.
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	6.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	2=Partial Match <i>Notes:</i> The CCSS standard focuses on rules, goals, deadlines, and roles.
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	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.	3=Partial Match; Broad <i>Notes:</i> Both statements address asking and answering questions, but CCSS ties this specifically to collaborative discussions, while OK is written to suggest a situation in which there is a presenter and an audience.
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	--	5=No Match
CCSS.SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	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.	1=Close Match

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	<p>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.</p> <p>6.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	
<p>CCSS.SL.6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	--	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> Students in grade 6 in OK are expected to develop opinions in writing. To do so, it will be helpful for them to have models of arguments/opinions and be able to delineate the claims, warrant and evidence of a speaker.</p>
<i>Presentation of Knowledge and Ideas</i>		
<p>CCSS.SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p>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.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> Both focus on oral presentations. CCSS delineates expectations for effective oral delivery—eye contact, volume, pronunciation. OK focus on audience and purpose.</p>
<p>CCSS.SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</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>1=Close Match</p>
<p>CCSS.SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	--	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> Purposeful use of formal vs. informal English and ability to adapt to context/task is a crucial element of literacy.</p>
L: Language Standards		
<i>Conventions</i>		
<p>CCSS.L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number</p>	<p>6.5.W.3 Students will use intensive and reflexive pronouns.</p> <p>6.5.W.4 Students will recognize and correct inappropriate shifts in pronoun number and person.</p> <p>6.5.W.5 Students will recognize and correct vague pronouns (<i>i.e.,</i></p>	<p>1=Close Match</p>

Common Core State Standards for ELA/Literacy – Grade 6	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
and person.*	<i>ones with unclear or ambiguous antecedents).</i>	
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*		
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	--	4=No Match <i>Notes:</i> This standard is a corollary to CCSS SL.6.6. It asks students to reflect on his or her own speaking and writing against standard English.
CCSS.L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	6.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons. 6.2.W.5 Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).	1=Close Match
--	6.5.R.2 Students will recognize verb tense to signify various times, sequences, states, and conditions in text.	8=No Match
--	6.5.R.3 Students will recognize the subject and verb agreement.	8=No Match <i>Notes:</i> CCSS includes subject and verb agreement in grade 3 although as sentences become more complex, revisiting this content is appropriate.
<i>Knowledge of Language</i>		
CCSS.L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	6.5.R.1 Students will recognize simple and compound sentences and questions to signal differing relationships among ideas. 6.5.W.2 Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas.	3=Partial Match; Critical Content Missing <i>Notes:</i> Both expect varied sentence patterns; CCSS focuses on students developing style in writing, an expectation which does not appear to be addressed in OK.
<i>Vocabulary Acquisition and Use</i>		
CCSS.L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	6.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	1=Close Match
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	1=Close Match
b. Use common, grade-appropriate Greek or Latin affixes and roots	6.4.R.2 Students will use word parts (e.g., <i>affixes, Greek and Latin</i>	1=Close Match

Common Core State Standards for ELA/Literacy – Grade 6	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	<i>roots, stems</i>) to define and determine the meaning of increasingly complex words.	
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	6.4.R.5 Students will use a dictionary, glossary, or thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	1=Close Match
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	--	5=No Match
<p>CCSS.L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>). 	<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 • <u>Personification</u> • Onomatopoeia • Hyperbole • Imagery • Symbolism • Tone <p>6.4.R.4 Students will infer the <u>relationships</u> among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> OK references connotation and denotation in grade 7: 7.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>
<p>CCSS.L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>6.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>6.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.</p> <p>6.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.</p>	1=Close Match

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
--	<p>7.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p>6 = No Match; Strength in OK’s standards</p> <p><i>Notes:</i> Regular independent reading is a good and important practice. As written, standard may pose a measurement challenge, but overall remains a positive.</p>
Reading Standards for Literature		
<i>Key Ideas and Details</i>		
<p>CCSS.RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>While OK does not have a separate expectation on textual evidence, some statements do reference using textual evidence, such as:</i></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>3=Partial Match; Missing key content</p> <p><i>Notes:</i> OK does not have a separate throughline on textual evidence. The inclusion of textual evidence is rather haphazard in the standards—included in some reading standards and not in others. OK references textual evidence in specific reading standards but not always the same one across the grade levels.</p>
<p>CCSS.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p>	<p>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.</p> <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>3=Partial Match; Clarity</p> <p><i>Notes:</i> CCSS is more specific about the development of the theme or central idea over the course of the text. The specificity of the CCSS standards helps to ensure aligned instruction, learning, and assessment. The OK objective summary statement is an odd blend of literary and informational expectations. If students write a summary for a literary text, they wouldn’t necessarily be able to include “main idea and supporting details” —might summarize by plot, setting, character. Has the student met the standard? If they write a summary for an informational text, maybe there’s not a “logical sequence of events.” Maybe it is an argument, with supporting reasons, not chronological events. Has the student met the standard?</p>
<p>CCSS.RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<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 	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> Note how the CCSS statement suggests a very specific focus in terms of instruction and learning. The OK statement is more comprehensive—and may be too broad to effectively guide teaching, learning, and assessment. How will a student know when</p>

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
	<ul style="list-style-type: none"> • Theme • Conflict (<i>i.e., internal and external</i>) 	he or she has “met” this standard?
<i>Craft and Structure</i>		
<p>CCSS.RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<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>7.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p> <p>7.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p>3=Partial Match; Crucial Content Missing</p> <p><i>Notes:</i> OK statements do not include the examples or specific expectations around reading poetry or drama that are included in the CCSS.</p>
<p>CCSS.RL.7.5: Analyze how a drama’s or poem’s form or structure (e.g. sonnet, soliloquy) contributes to its meaning.</p>	<p>7.3.R.6 Students will analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/evidence</i>) and content by making complex inferences about texts to draw simple logical conclusions.</p>	<p>3=Partial Match; Broad; Focus</p> <p><i>Notes:</i> OK statement also appears to refer only to informational texts, given the structures that are provided as examples. The CCSS statement here applies explicitly to poetry and drama.</p>
<p>CCSS.RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>7.3.R.2 Students will evaluate how the points of view and perspectives affect grade-level literary and/or informational text.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> The OK standard asks students to evaluate points of view while the CCSS standard goes further to ask students to determine how the author distinguishes various different points of view within a text.</p>
<i>Integration of Knowledge and Ideas</i>		
<p>CCSS.RL.7.7: Compare and contrast a written story, poem, or drama</p>	<p>7.7.R.2 Students will analyze the impact of selected media and</p>	<p>3=Partial Match, Broad</p>

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	formats on meaning.	<i>Notes:</i> With CCSS as worded, one can envision a specific instructional activity; OK as worded is much broader and open to varied interpretations.
(Not applicable to literature)		
CCSS.RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<p>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.</p> <p>7.3.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>3=Partial Match; Broad</p> <p><i>Notes:</i> CCSS expectation is specific and would be replicated in similar ways in different classrooms. OK statements also require performance of comparing and contrasting and might encompass the CCSS expectation or might suggest an entirely different activity.</p>
<i>Range of Reading and Level of Text Complexity</i>		
CCSS.RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	<p><i>Some—but not most—statements within the OK standards explicitly reference “grade-level” text. For example:</i></p> <p>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.</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> The progression of text complexity across grade levels is essential for college and career readiness and can be ignored when not embedded into the standards. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves (and not the supplemental text around the standards), text complexity will not necessarily be an expectation; does not come across as a priority.</p>
RI: Reading Standards for Informational Text		
<i>Key Ideas and Details</i>		
CCSS.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><i>While OK does not have a separate expectation on textual evidence, some statements do reference using textual evidence, such as:</i></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>3=Partial Match; Missing key content</p> <p><i>Notes:</i> OK does not have a separate throughline on textual evidence. The inclusion of textual evidence is rather haphazard in the standards—included in some reading standards and not in others. OK references textual evidence in specific reading standards</p>

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
<p>CCSS.RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>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.</p> <p>7.2.R.3 Students will paraphrase main ideas with supporting details in a text.</p>	<p>but not always the same one across the grade levels.</p> <p>3=Partial Match; Clarity; Focus</p> <p><i>Notes:</i> Part of CCSS progression is to specify that grade 7 students will determine two or more central ideas in a text. OK misses this progression opportunity here. OK attends to ideas of main idea, supporting details, objective summary. By specifying that summaries will communicate a “logical sequence of events” the OK standard seems to suggest a chronological narrative text, rather than an informational text that is organized as <i>compare/contrast</i>, <i>problem/solution</i>, etc. or an argument that is organized with a claim, warrant, and evidence. As a result, this does not fully align with the CCSS standard for informational texts. 8.3.R.3 is broad so there is some concern about its ability to guide teaching, learning, and assessment. There are construction problems with 7.2.R.3 – What does it mean to paraphrase a main idea <u>with details</u>?</p>
<p>CCSS.RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>--</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> In order to build knowledge, students should attend to how ideas and concepts connect within a text.</p>
<i>Craft and Structure</i>		
<p>CCSS.RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<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>7.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation</p>	<p>1=Close Match</p> <p><i>Notes:</i> Connection between word choice and tone could be expressed more clearly in OK.</p>

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
	of words. 7.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	
CCSS.RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	7.3.R.6 Students will analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/evidence</i>) and content by making complex inferences about texts to draw simple logical conclusions.	3=Partial Match; Broad <i>Notes:</i> CCSS requires that students look at specific elements within the text and the development of the text; OK appears to be a more surface look at structure.
CCSS.RI.7.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	7.3.R.2 Students will evaluate how the points of view and perspectives affect grade-level literary and/or informational text.	2=Partial Match <i>Notes:</i> The OK standard asks students to evaluate points of view while the CCSS standard goes further to ask students to determine how the author distinguishes his or her point of view from others.
<i>Integration of Knowledge and Ideas</i>		
CCSS.RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (<i>e.g., how the delivery of a speech affects the impact of the words</i>).	7.7.R.2 Students will analyze the impact of selected media and formats on meaning. 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.	1=Close Match
CCSS.RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	7.3.R.5 Students will distinguish factual claims from opinions. 7.6.R.3 Students will determine the relevance, reliability, and validity of information gathered.	3=Partial Match; Key Content Missing <i>Notes:</i> Reading expectation is slightly lower-level—distinguish fact from opinion. CCSS goes farther, in developing students’ skills analyzing arguments and expects that students can <i>trace</i> an argument. This suggests that they can break an argument down to describe its structure: <ul style="list-style-type: none"> ✓ Claim ✓ Evidence ✓ Warrant/reasoning This is crucial if students are to be expected to write their own argument with a clear, compelling, logical structure. The other OK

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
		standard that could be compared here focuses on relevance, reliability, and validity in the research strand. The CCSS has such standards too.
<p>CCSS.RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p>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.</p>	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> OK statement has students comparing authors’ purpose; CCSS has students compare how authors shape their ideas and emphasize different evidence or different interpretations. OK expectation could be interpreted at a way lower level than CCSS expectation.</p>
<i>Range of Reading and Level of Text Complexity</i>		
<p>CCSS.RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Some—but not most—statements within the OK standards explicitly reference “grade-level” text. For example:</i></p> <p>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.</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> The progression of text complexity across grade levels is essential for college and career readiness and can be ignored when not embedded into the standards. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves (and not the supplemental text around the standards), text complexity will not necessarily be an expectation; does not come across as a priority.</p>
	<p>7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.</p>	<p>8=No Match</p>
W: Writing Standards		
<i>Text Types and Purposes</i>		
<p>CCSS.W.7.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and 	<p>ARGUMENT – Grade Level Focus</p> <p>7.3.W.3 Students will introduce a claim and organize reasons and evidences, using credible sources.</p> <p>7.3.W.4 Students will show relationships among the claim, reasons, and evidence.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> OK expectations here get at key elements of writing arguments, but one of the helpful things about CCSS structure is that the lettered substandards can be used to create a rubric for the writing type. Here, OK does not include use of transition words</p>

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
<p>demonstrating an understanding of the topic or text.</p> <ul style="list-style-type: none"> c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented 		<p>or the use of a formal style. OK does not specify that students will recognize counterclaims or end with a conclusion.</p>
<p>CCSS.W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented 	<p>INFORMATIVE 7.3.W.2 Students will compose essays and reports about topics, incorporating evidence (<i>e.g., specific facts, examples, details</i>) and maintaining an organized structure and a formal style.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> See above re: writing elements. Here, OK does not include introduction; formatting, graphics, and multimedia; transitions; precise language; and a conclusion.</p>
<p>CCSS.W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to 	<p>NARRATIVE 7.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> See above re: writing elements. Here, OK does not include logical, well- structured event sequence; pacing; transition words; conclusion or resolution.</p>

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
<p>convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		
<i>Production and Distribution of Writing</i>		
<p>CCSS.W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>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.</p> <p>7.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting, or a day or two</i>), vary their modes of expression to suit audience and task, and analyze different perspectives.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> The CCSS statement focuses on:</p> <ul style="list-style-type: none"> *Clarity *Coherence *Development *Organization *Style *Appropriate to task, purpose, and audience. <p>OK aligns in that it also states that students will seek to “suit audience and task” (although they will simply “vary their modes of expression”—suggesting that they will chose narrative, informational, persuasive writing by task and audience—not that they will seek to adapt their writing in more sophisticated ways.)</p>
<p>CCSS.W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>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.</p> <p>7.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p>7.2.W.3 Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p>7.2.4.W Students will edit and revise multiple drafts for</p>	<p>1=Close Match</p> <p><i>Notes:</i> The OK statement includes more specifics about the writing process.</p>

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
<p>CCSS.W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>organization, transitions to improve coherence and meaning, using a consistent point of view.</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>3=Partial Match; Focus</p> <p><i>Notes:</i> OK focuses on multimodal content to extend meaning; CCSS focus is on using technology to publish, cite sources, and collaborate with others.</p>
<i>Research to Build Knowledge</i>		
<p>CCSS.W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>7.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p> <p>7.6.W.1 Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</p> <p>7.6.W.2 Students will refine and formulate a viable research question and report findings clearly and concisely, using a thesis statement.</p>	<p>1=Close Match</p>
<p>CCSS.W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>7.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (<i>e.g., print and digital</i>).</p> <p>7.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.</p> <p>7.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) and avoiding plagiarism.</p> <p>7.6.W.4 Students will summarize and present information in a report.</p>	<p>1=Close Match</p>
<p>CCSS.W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (<i>e.g.,</i></p>	<p>--</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> This gap is an indication of a lack of a consistent focus by OK</p>

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
<p>“Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>		<p>on textual evidence, which is curious given the state’s strong research standards and the importance of this skill in college classrooms and on the job.</p>
<i>Range of Writing</i>		
<p>CCSS.W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>7.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting, or a day or two</i>), vary their modes of expression to suit audience and task, and analyze different perspectives.</p>	<p>1=Close Match</p> <p><i>Notes:</i> Both address that students should write for extended periods of time and that they should address purpose/task and audience in their writing.</p>
SL: Speaking and Listening		
<i>Comprehension and Collaboration</i>		
<p>CCSS.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	<p>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.</p> <p>7.1.W.2 Students will work effectively and respectfully with 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>	<p>1=Close Match</p>
<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>--</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> Given OK’s emphasis on research and students drawing evidence from texts, it is curious why OK did not add a standard like this one. This skill is important for students to master for college work and on the job.</p>
<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> The CCSS standard focuses on rules, goals, deadlines, and roles.</p>

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	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.	3=Partial Match; Focus <i>Notes:</i> Both statements address asking and answering questions, but CCSS ties this specifically to collaborative discussions, while OK is written to suggest a situation in which there is a presenter and an audience.
d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.	--	5=No Match
CCSS.SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. 7.7.R.1 Students will compare and contrast the effectiveness of techniques used in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings. 7.7.R.2 Students will analyze the impact of selected media and formats on meaning.	1=Close Match
CCSS.SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	--	4=No Match; Critical content missing <i>Notes:</i> Students in grade 7 in OK are expected to develop opinions in writing – in fact, this is a grade-level focus. They are supposed to show the relationship between their opinion and their supporting facts and details. To do so, it will be helpful for them to have models of arguments/opinions. So an expectation in speaking and listening that specifies argument/opinion will be important instructionally. Understanding claims and reasoning in arguments is an important college- and career-readiness skill.
<i>Presentation of Knowledge and Ideas</i>		
CCSS.SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	7.1.W.1 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.	2=Partial Match <i>Notes:</i> Both focus on oral presentations. the CCSS includes language that students should “emphasize salient points.” (OK includes language “emphasize salient points” in grade 8, 8.7.W.2.) CCSS

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
		specifies elements of effective public speaking—eye contact, volume, clear pronunciation and of an effective presentation (in terms of content); the OK standard focuses on support for a main idea.
<p>CCSS.SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</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>1=Close Match</p> <p><i>Notes:</i> OK includes language “emphasize salient points” in grade 8, 8.7.W.2.</p>
<p>CCSS.SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p>	--	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> Purposeful use of formal vs. informal English and ability to adapt to context/task is a crucial element of literacy.</p>
L: Language Standards		
<i>Conventions</i>		
<p>CCSS.L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p>7.5.R.1 Students will recognize the correct use of prepositional phrases and dependent clauses.</p> <p>7.5.W.3 Students will use prepositional phrases and clauses (<i>e.g., dependent and independent</i>) in writing.</p>	1=Close Match
<p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p>7.5.R.2 Students will recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</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>	1=Close Match
<p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p>7.5.R.4 Students will recognize and correct misplaced and dangling modifiers.</p>	1=Close Match
<p>CCSS.L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (<i>e.g., It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</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>7.2.W.5 Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>	1=Close Match

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
--	7.5.R.3 Students will recognize the subject and verb agreement.	8=No Match <i>Notes:</i> CCSS includes subject and verb agreement in grade 3 although as sentences become more complex, revisiting this content is appropriate.
<i>Knowledge of Language</i>		
CCSS.L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	7.6.W.2 Students will refine and formulate a viable research question and report findings clearly and <u>concisely</u> , using a thesis statement.	3=Partial Match; Focus <i>Notes:</i> Here, the OK expectation is overly narrow in terms of use of concise language. OK statement is focused only on research reports; CCSS builds valuable skill of drafting and editing for concise language across types and purposes of writing and speaking.
<i>Vocabulary Acquisition and Use</i>		
CCSS.L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	7.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	1=Close Match
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	7.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	1=Close Match
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	7.4.R.2 Students will use word parts (e.g., <i>affixes, Greek and Latin roots, stems</i>) to define and determine the meaning of increasingly complex words.	1=Close Match
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	7.4.R.5 Students will use a dictionary, glossary, or thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	1=Close Match
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	--	5=No Match
CCSS.L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	--	5=No Match
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	7.4.R.4 Students will infer the <u>relationships</u> among words with multiple meanings and recognize the connotation and denotation of words.	2=Partial Match <i>Notes:</i> OK references synonyms, antonyms, and analogies in grade

Common Core State Standards for ELA/Literacy – Grade 7	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
		6: 6. 4.R.4 Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	7.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	1=Close Match
CCSS.L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. 7.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly. 7.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	1=Close Match

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
--	<p>8.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p>6 = No Match; Strength in OK’s standards</p> <p><i>Notes:</i> Regular independent reading is a good and important practice. As written, standard may pose a measurement challenge, but overall remains a positive.</p>
Reading Standards for Literature		
<i>Key Ideas and Details</i>		
<p>CCSS.RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>While OK does not have a separate expectation on textual evidence, some statements do reference using textual evidence, such as:</i></p> <p>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.</p>	<p>3=Partial Match; Missing key content</p> <p><i>Notes:</i> OK does not have a separate throughline on textual evidence. The inclusion of textual evidence is rather haphazard in the standards—included in some reading standards and not in others. OK references textual evidence in specific reading standards but not always the same one across the grade levels.</p>
<p>CCSS.RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>8.2.R.1 Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <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>i.e. protagonist, antagonist</i>) • Characterization • Theme • Conflict (<i>i.e., internal and external</i>) 	<p>3=Partial Match; Clarity</p> <p><i>Notes:</i> The CCSS is more specific about the development of the theme or central idea over the course of the text. The specificity of the CCSS standards helps to ensure aligned instruction, learning, and assessment. In addition, some of the OK statements include language that is unclear. What does it mean to summarize “between texts”?</p>
<p>CCSS.RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<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>i.e. protagonist, antagonist</i>) • Characterization • Theme 	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> Note how the CCSS statement suggests a very specific focus in terms of instruction and learning. The OK statement is more comprehensive—and may be too broad to effectively guide teaching, learning, and assessment. How will a student know when he or she has “met” this standard?</p>

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<ul style="list-style-type: none"> Conflict (<i>i.e., internal and external</i>) 		
<i>Craft and Structure</i>		
<p>CCSS.RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<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>8.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p> <p>8.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> Analogies appear in grades 5 and 6 in OK (see 5.4.R.4 and 6.4.R.4). Allusions appear only in the glossary of OK.</p>
<p>CCSS.RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<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>3=Partial Match; Broad; Focus</p> <p><i>Notes:</i> OK statement also appears to refer only to informational texts, given the structures that are provided as examples. The CCSS statement here applies to literary texts and requires that students compare and contrast two or more texts and consider style.</p>
<p>CCSS.RL.8.6: Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.</p>	<p>8.3.R.2 Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.</p>	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> With CCSS as worded, one can envision a specific instructional activity; OK as worded is much more broadly and is open to varied interpretations.</p>
<i>Integration of Knowledge and Ideas</i>		
<p>CCSS.RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or</p>	<p>8.7.R.2 Students will analyze the impact of selected media and</p>	<p>3=Partial Match, Broad</p>

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
script, evaluating the choices made by the director or actors.	formats on meaning.	<i>Notes:</i> With CCSS as worded, one can envision a specific instructional activity; OK as worded is much broader and open to varied interpretations.
(Not applicable to literature)		
CCSS.RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	8.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.	3=Partial Alignment; Broad <i>Notes:</i> While the specific requirement of the CCSS performance here is not essential, it represents rigor. The breadth of the language in OK may make it hard for educators to plan instruction and assessment that aligns statewide.
<i>Range of Reading and Level of Text Complexity</i>		
CCSS.RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6–8 text complexity band independently and proficiently.	<i>Some –but not most – statements within the OK standards explicitly reference “grade-level” text. For example:</i> 8.3.R.2 Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.	4=No Match; Critical content missing <i>Notes:</i> The progression of text complexity across grade levels is essential for college and career readiness and can be ignored when not embedded into the standards. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves (and not the supplemental text around the standards), text complexity will not necessarily be an expectation; does not come across as a priority.
RI: Reading Standards for Informational Text		
<i>Key Ideas and Details</i>		
CCSS.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<i>While OK does not have a separate expectation on textual evidence, some statements do reference using textual evidence, such as:</i> 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.	3=Partial Match; Missing key content <i>Notes:</i> OK does not have a separate throughline on textual evidence. The inclusion of textual evidence is rather haphazard in the standards—included in some reading standards and not in others. OK references textual evidence in specific reading standards but not always the same one across the grade levels.

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
<p>CCSS.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>8.2.R.1 Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p>8.2.R.3 Students will generalize main ideas with supporting details in a text.</p>	<p>3=Partial Match; Clarity</p> <p><i>Notes:</i> 8.2.R.1 – What does it mean to summarize <u>between</u> texts? 8.2.R.3 – What does it mean to generalize a main idea <u>with details</u>? In addition to these issues of wording and construction, OK specifies again in grade 8 that summaries will communicate a “logical sequence of events.” This suggests chronology, rather than an informational text that is organized as <i>compare/contrast</i>, <i>problem/solution</i>, etc. or an argument that is organized with a claim, warrant, and evidence. As a result, this does not fully align with the CCSS standard for informational texts.</p>
<p>CCSS.RI.8.3: Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>--</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> In order to build knowledge, students should attend to how ideas and concepts connect.</p>
<i>Craft and Structure</i>		
<p>CCSS.RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<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>8.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p> <p>8.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p>1=Close Match</p> <p><i>Notes:</i> Analogies appear in grades 5 and 6 in OK (see 5.4.R.4 and 6.4.R.4). Allusions appear only in the glossary of OK.</p>

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
<p>CCSS.RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>8.3.R.6 Students will analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/evidence</i>) and content by making complex inferences about texts to draw logical conclusions from textual evidence.</p>	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> The CCSS standard is so much more precise and requires a deeper level of analysis by zeroing in on how particular sentences refine a key concept.</p>
<p>CCSS.RI.8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>8.3.R.2 Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.</p>	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> The OK standard asks students to evaluate points of view while the CCS standard goes further to ask students to determine how the author acknowledges and responds to conflicting evidence.</p>
<i>Integration of Knowledge and Ideas</i>		
<p>CCSS.RI.8.7: Evaluate the advantages and disadvantages of using different mediums (<i>e.g., print or digital text, video, multimedia</i>) to present a particular topic or idea.</p>	<p>8.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p> <p>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.</p>	<p>1=Close Match</p>
<p>CCSS.RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>8.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</p> <p>8.6.R.3 Students will determine the relevance, reliability, and validity of information gathered.</p>	<p>3=Partial Match; Key Content Missing</p> <p><i>Notes:</i> CCSS goes farther, though, and expects that students can <i>delineate</i> an argument. This means that they can break an argument down to describe its structure:</p> <ul style="list-style-type: none"> ✓ Claim ✓ Evidence (facts, evidence) ✓ Warrant/reasoning ✓ Rebuttal/counterclaims <p>This is crucial if students are to be expected to write their own argument with a clear, compelling, logical structure. The other OK standard that could be compared here focuses on relevance, reliability, and validity in the research strand. The CCSS has such standards too.</p> <p>(CCSS also asks about irrelevant evidence—this can be more difficult to find in published arguments and so isn’t the critical content here with which OK has not aligned.)</p>

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
<p>CCSS.RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>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.</p>	<p>1=Close Match</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>		
<p>CCSS.RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p><i>Some –but not most – statements within the OK standards explicitly reference “grade-level” text. For example:</i></p> <p>8.3.R.2 Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> The progression of text complexity across grade levels is essential for college and career readiness and can be ignored when not embedded into the standards. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves (and not the text around the standards), text complexity will not necessarily be an expectation; does not come across as a priority.</p>
	<p>8.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.</p>	<p>8=No Match</p>
<p>W: Writing Standard</p>		
<p><i>Text Types and Purposes</i></p>		
<p>CCSS.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from 	<p>ARGUMENT – Grade Level Focus</p> <p>8.3.W.3 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>2=Partial Match</p> <p><i>Notes:</i> OK expectations here get at key elements of writing arguments, but one of the helpful things about CCSS structure is that the lettered substandards can be used to create a rubric for the writing type. Here, OK does not include use of transition words or the use of a formal style. Also, OK states that students will “recognize at least one claim from an opposing viewpoint” but not that students will distinguish their own claim from this counterclaim.</p>

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
<p>and supports the argument presented.</p> <p>CCSS.W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>INFORMATIVE 8.3.W.2 Students will compose essays and reports about topics, incorporating evidence (<i>e.g., specific facts, examples, details</i>) and maintaining an organized structure and a formal style.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> See above re: writing elements. Here, OK does not include introduction; formatting, graphics, and multimedia; transitions; precise language; and a conclusion.</p>
<p>CCSS.W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 	<p>NARRATIVE 8.3.W.1 Students will write narratives incorporating characters, plot (<i>i.e., flashback and foreshadowing</i>), setting, point of view, conflict, dialogue, and sensory details.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> See above re: writing elements. Here, OK does not include logical, well-sequenced event sequence; pacing; transition words; conclusion or resolution.</p>

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		
<i>Production and Distribution of Writing</i>		
<p>CCSS.W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>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.</p> <p>8.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting, or a day or two</i>), vary their modes of expression to suit audience and task, and analyze different perspectives.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> The CCSS statement focuses on:</p> <ul style="list-style-type: none"> *Clarity *Coherence *Development *Organization *Style *Appropriate to task, purpose, and audience. <p>OK aligns in that it also states that students will seek to “suit audience and task” (although they will simply “vary their modes of expression”—suggesting that they will chose narrative, informational, persuasive writing by task and audience—not that they will seek to adapt their writing in more sophisticated ways.)</p>
<p>CCSS.W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)</p>	<p>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.</p> <p>8.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p>8.2.W.3 Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p>8.2.4.W Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent point of view.</p>	<p>1=Close Match</p> <p><i>Notes:</i> The OK statement includes more specifics about the writing process.</p>
<p>CCSS.W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with</p>	<p>8.7.W.1 Students will select, organize, or create multimodal content that encompasses different points of view.</p>	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> OK focuses on multimodal content with different points of</p>

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
others.		view; CCSS focus is on using technology to convey ideas and collaborate with others.
<i>Research to Build and Present Knowledge</i>		
<p>CCSS.W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>8.6.R.1 Students will use their own viable research questions and well- developed thesis statements to find information about a specific topic.</p> <p>8.6.W.1 Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</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>	1=Close Match
<p>CCSS.W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>8.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (<i>e.g., print and digital</i>).</p> <p>8.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.</p> <p>8.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) and avoiding plagiarism.</p> <p>8.6.W.4 Students will summarize and present information in a report.</p>	1=Close Match
<p>CCSS.W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (<i>e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”</i>).</p>	--	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> This gap is an indication of a lack of a consistent focus by OK on textual evidence, which is curious given the state’s strong research standards and the importance of this skill in college classrooms and on the job.</p>

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
<p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>		
<i>Range of Writing</i>		
<p>CCSS.W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>8.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting, or a day or two</i>), vary their modes of expression to suit audience and task, and analyze different perspectives.</p>	<p>1=Close Match</p> <p><i>Notes:</i> Both address that students should write for extended periods of time and shorter time frames as well as that they should address purpose/task and audience in their writing.</p>
SL: Speaking and Listening		
<i>Comprehension and Collaboration</i>		
<p>CCSS.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	<p>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.</p> <p>8.1.W.2 Students will work effectively and respectfully with 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>	<p>1=Close Match</p>
<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>--</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> Given OK’s emphasis on research and students drawing evidence from texts, it is curious why OK did not add a standard like this one. This skill is important for students to master for college work and on the job.</p>
<p>b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.</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>2=Partial Match</p> <p><i>Notes:</i> The CCSS standard focuses on rules, goals, deadlines, and roles.</p>
<p>c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others’ questions and comments with relevant evidence, observations, and ideas.</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>3=Partial Match; Focus</p> <p><i>Notes:</i> Both statements address asking and answering questions,</p>

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
		but CCSS ties this specifically to collaborative discussions, while OK is written in such a way that suggests a presentation with a speaker and an audience.
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.	--	5=No Match
CCSS.SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<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>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.</p> <p>8.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	1=Close Match
CCSS.SL.8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	--	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> Students in grade 8 in OK are expected to develop opinions in writing – in fact, this is a grade-level focus. They are supposed to show the relationship between their opinion and their supporting facts and details. To do so, it will be helpful for them to have models of arguments/opinions that they can read and analyze. So an expectation in speaking and listening that specifies argument/opinion will be important instructionally. Understanding claims and reasoning in arguments is an important college- and career-readiness skill.</p>
<i>Presentation of Knowledge and Ideas</i>		
CCSS.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	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.	<p>2=Partial Match</p> <p><i>Notes:</i> Both focus on oral presentations. CCSS specifies elements of effective public speaking—eye contact, volume, clear pronunciation and of an effective presentation (in terms of content); OK focus on support for a main idea.</p>
CCSS.SL.8.5: Integrate multimedia and visual displays into	8.7.W.1 Students will select, organize, or create multimodal content	1=Close Match

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
presentations to clarify information, strengthen claims and evidence, and add interest.	that encompasses different points of view. 8.7.W.2 Students will utilize multimedia to clarify information and emphasize salient points.	
CCSS.SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	--	4=No Match; Critical content missing <i>Notes:</i> Purposeful use of formal vs. informal English and ability to adapt to context/task is a crucial element of literacy.
L: Language Standards		
<i>Conventions in Writing and Speaking</i>		
CCSS.L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	8.5.R.1 Students will recognize the use of verbals (<i>e.g., gerunds, participles, infinitives</i>) and clauses. 8.5.W.3 Students will use verbals (<i>e.g., gerunds, participles, infinitives</i>) in writing.	1=Close Match
b. Form and use verbs in the active and passive voice.	8.5.R.2 Students will recognize the use of active and passive voice.	3=Partial Match <i>Notes:</i> Focus in CCSS is on use, not recognition.
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	8.5W.5 Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	1=Close Match
d. Recognize and correct inappropriate shifts in verb voice and mood.*	8.5.R.3 Students will recognize and correct inappropriate shifts in verb tense.	1=Close Match
CCSS.L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly	8.5.W.1 Students will write using correct mechanics in their writing with a focus on commas, apostrophes, quotation marks, colons, and semi-colons. 8.2.W.5 Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).	1=Close Match
<i>Knowledge of Language</i>		
CCSS.L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (<i>e.g., emphasizing the actor or the action;</i>	8.5.W.4 Students will form and use verbs in the active and passive voice. 8.5.W.5 Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	1=Close Match

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
expressing uncertainty or describing a state contrary to fact).		
--	8.5.R.4 Students will recognize the subject and verb agreement, and correct as necessary.	8=No Match <i>Notes:</i> CCSS includes subject and verb agreement in grade 3 although as sentences become more complex, revisiting this content is appropriate.
--	8.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	8=No Match
<i>Vocabulary Acquisition and Use</i>		
CCSS.L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	8.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	1=Close Match
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	8.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	1=Close Match
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).	8.4.R.2 Students will use <u>word parts</u> (e.g., <i>affixes, Greek and Latin roots, stems</i>) to define and determine the meaning of increasingly complex words. .	1=Close Match
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	8.4.R.5 Students will use a dictionary, glossary, or thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	1=Close Match
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		5=No Match
CCSS.L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context.		5=No Match
b. Use the relationship between particular words to better understand each of the words.	8.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	1=Close Match
c. Distinguish among the connotations (associations) of words with	8.4.R.4 Students will infer the relationships among words with	1=Close Match

Common Core State Standards for ELA/Literacy – Grade 8	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>)	multiple meanings and recognize the connotation and denotation of words.	
CCSS.L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. 8.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly. 8.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	1=Close Match