



**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 9-12**

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

Grade 9

Common Core State Standards for ELA/Literacy – Grades 9-10	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
--	9.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	6 = No Match; Addition strengthens 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.
RL: Reading Standards for Literature		
<i>Key Ideas and Details</i>		
CCSS.RL.9-10.1: Cite strong and thorough 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> 9.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.	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 ones across the grade levels.

Common Core State Standards for ELA/Literacy – Grades 9-10	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
<p>CCSS.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p>9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e., protagonist, antagonist</i>) • character development • <u>theme</u> • conflict (<i>i.e., internal and external</i>) • archetypes 	<p>3=Partial Match; Clarity</p> <p><i>Notes:</i> The CCSS is more specific about the development of the theme or central idea through specific details over the course of the text. The specificity of the CCSS standards helps to ensure aligned instruction, learning, and assessment. As stated in the K-5 and the 6-8 SBS charts, OK also has some issues with clarity in statement 9.2.R.1. What does it mean to summarize or paraphrase or generalize “between texts”?</p>
<p>CCSS.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • setting • plot • <u>characters (<i>i.e., protagonist, antagonist</i>)</u> • <u>character development</u> • theme • conflict (<i>i.e., internal and external</i>) • archetypes 	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> OK’s standard is very broad here in comparison to the CCSS. Added specificity helps to guide instruction, learning, and assessment.</p>
<i>Craft and Structure</i>		
<p>CCSS.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>9.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • Simile • Metaphor • Personification • Onomatopoeia • Hyperbole • Imagery • Tone • Symbolism 	<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 – Grades 9-10	OK Academic Standards for English Language Arts (Final 3/16 Draft)	Notes
	<ul style="list-style-type: none"> Irony <p>9.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>9.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	
<p>CCSS.RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	--	5=No Match
<p>CCSS.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>9.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p>	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> Both focus on point of view, but the CCSS emphasizes world literature which does not appear in OK grade 9. CCSS emphasizes how this cultural view is reflected in the text, while OK emphasizes looking across texts.</p>
<i>Integration of Knowledge and Ideas</i>		
<p>CCSS.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p>9.7.R.1 Students will analyze and evaluate the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument to generate and answer literal, interpretive, and applied questions to create new understandings.</p> <p>9.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> Both address looking at texts produced in varied media. CCSS offers a very specific approach. OK more generally addresses varied techniques and impact of those approaches.</p>
(Not applicable to literature)		
<p>CCSS.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> setting plot characters (<i>i.e., protagonist, antagonist</i>) character development 	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> OK’s standard is broad here in comparison to the CCSS standard which requires a deeper level of analysis by asking students to analyze how an author draws on or transforms another text.</p>

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	<ul style="list-style-type: none"> • theme • conflict (<i>i.e., internal and external</i>) • <u>archetypes</u> 	
<i>Range of Reading and Level of Text Complexity</i>		
<p>CCSS.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 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>9.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</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>		
<p>CCSS.RI.9-10.1: Cite strong and thorough 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>9.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.</p>	<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 ones across the grade levels.</p>
<p>CCSS.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p>9.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.</p> <p>9.2.R.3 Students will synthesize main ideas with supporting details in texts.</p>	<p>3=Partial Match; Clarity</p> <p><i>Notes:</i> CCSS requires that students analyze the development of a central idea within a text. OK’s expectations are less clear.</p> <p>OK emphasizes cross-text comparison in 9.2.R.1, but how does one summarize “between texts”? In 9.2.R.3, students synthesize main ideas with supporting details. How is this distinct from what they do in 9.2.R.1?</p>

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		<p>Instead of looking at how details develop a central idea in a text (as in CCSS), in OK, on the other hand, students look at details to evaluate genre.</p> <p>Further, by specifying that summaries will communicate a “logical sequence of events” the OK standard seems to suggest a chronological narrative text structure, rather than an informational text that might be organized as <i>compare/contrast</i>, <i>problem/solution</i>, etc. or an argument that might be organized with a claim, warrant, and evidence. As a result, this standard does not fully align with the CCSS standard for informational texts.</p> <p>Also, note that in 10.2.R.1, the word <i>generalize</i> is replaced with <i>synthesize</i>, and there is not comparable statement to 9.2.R.3. This makes Oklahoma’s intended progression around summarizing, paraphrasing, generalizing, and synthesizing, less than clear.</p>
<p>CCSS.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>9.3.R.6 Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</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 the order in which points are introduced and developed.</p>
<i>Craft and Structure</i>		
<p>CCSS.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (<i>e.g., how the language of a court opinion differs from that of a newspaper</i>).</p>	<p>9.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • Simile • Metaphor • Personification • Onomatopoeia • Hyperbole • Imagery • <u>Tone</u> • Symbolism • Irony <p>9.4.R.1 Students will increase knowledge of academic, domain-</p>	<p>2=Partial Match</p> <p><i>Notes:</i> Both address vocabulary acquisition; figurative meaning and connotative meanings; and tone. OK does not specify technical language; Connection between word choice and tone could be expressed more clearly in OK.</p>

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	<p>appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>9.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	
<p>CCSS.RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>9.3.R.6 Students will comparatively analyze the structures of texts (e.g., <i>compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</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 to refine a key concept.</p>
<p>CCSS.RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>9.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p>	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> Both statements address point of view; OK emphasizes point of view across texts. The CCSS standard focuses on the use of rhetoric to support a point of view.</p>
<i>Integration of Knowledge and Ideas</i>		
<p>CCSS.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>9.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.</p> <p>9.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> The CCSS expectation can clearly fit within the expectation as OK has written it—but an OK educator would not necessarily meet the CCSS expectation because OK statement is more encompassing.</p>
<p>CCSS.RI.9.10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>9.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</p>	<p>3=Partial Match: Focus and Comprehensiveness</p> <p><i>Notes:</i> The CCSS standard would lead to a much deeper understanding of argument—and would better prepare students to draft their own arguments—than would the OK expectation.</p>
<p>CCSS.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>		<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> Embedding expectations within the standards that students read certain kinds of texts helps to ensure that students will be held accountable to reading texts of the types of complexity and the body of content that are important to students preparation for college and career and to their participation in the civil discourse in</p>

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U.S. society.		
<i>Range of Reading and Level of Text Complexity</i>		
<p>CCSS.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 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>9.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</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>
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W: Writing Standards		
<i>Text Types and Purposes</i>		
<p>CCSS.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone 	<p>9.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p> <p>ARGUMENT</p> <p>9.3.W.4 Students will introduce claims, recognize and distinguish from alternate or opposing claims, and organize reasons and evidences, using credible sources.</p> <p>9.3.W.5 Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument.</p> <p>9.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>	1=Close Match

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<p>while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		
<p>CCSS.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>INFORMATIVE – Grade Level Focus</p> <p>9.3.W.2 Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., <i>specific facts, examples, details, data</i>) and maintaining an organized structure and formal style.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> OK expectations here get at key elements of writing informational texts, 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 precise language or a conclusion.</p>
<p>CCSS.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or</p>	<p>NARRATIVE – Grade Level Focus</p> <p>9.3.W.1 Students will write nonfiction narratives (e.g., <i>memoirs, personal essays</i>).</p>	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> While OK does not need to go into the same specific criteria or depth of CCSS, if the standards are to guide instruction, learning, and assessment, it would be useful for the statement on narrative writing to more clearly define what constitutes effectiveness for this specified type of writing—particularly since this is indicated as a</p>

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<p>characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		<p>grade-level focus.</p>
<i>Production and Distribution of Writing</i>		
<p>CCSS.W.9-10.4: 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>9.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, and draw appropriate conclusions.</p> <p>9.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent tone and point of view.</p>	<p>2=Partial Match</p> <p>Notes: 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>CCSS.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>9.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p>9.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p>	<p>1=Close Match</p>

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	<p>9.2.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>9.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent tone and point of view.</p>	
<p>CCSS.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>--</p>	<p>4=No Match; Content missing</p> <p><i>Notes:</i> OK may feel that it has addressed this with the statements on the “recursive writing process” and “multimodal” presentations, but CCSS statement seems sufficiently different from these that they do not align. Using technology to produce, publish, share, and communicate seems like an important expectation for today’s digital natives.</p>
<i>Research to Build and Present Knowledge</i>		
<p>CCSS.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>9.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p> <p>9.6.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>9.6.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>9.6.W.2 Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.</p>	<p>1=Close Match</p>
<p>CCSS.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the</p>	<p>9.6.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>1=Close Match</p>

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<p>research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>9.6.R.3 Students will evaluate the relevance, reliability, and validity of information gathered.</p> <p>9.6.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>9.6.W.4 Students will summarize and present information in a report.</p>	
<p>CCSS.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (<i>e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”</i>).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (<i>e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”</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 focus on OK on textual evidence, which is surprising given its 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.9-10.10: 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 tasks, purposes, and audiences.</p>	<p>9.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, and draw and justify appropriate conclusions.</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.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>9.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p> <p>9.1.W.2 Students will work effectively and respectfully within</p>	<p>1=Close Match</p>

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	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.	
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	--	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. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	9.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	3=Partial Match, Focus <i>Notes:</i> The CCSS standard is more comprehensive. It focuses on rules, goals, deadlines, and roles and provides insight into the kinds of rules that might be established.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	9.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	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 broadly to encompass analysis and evaluation of media. Breadth and lack of specificity in OK may make it challenging for educators to plan instruction and assessment around this expectation.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	--	5=No Match
CCSS.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	9.6.W.2 Students will refine and formulate a viable research question, <u>integrate findings from sources</u> , and clearly use a well-developed thesis statement. 9.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	2=Partial Match <i>Notes:</i> CCSS focus is on integrating multiple sources “in diverse media.” OK focuses on integrating findings “from sources.”
CCSS.SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	9.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	4=No Match; Critical content missing <i>Notes:</i> The CCSS standard focuses on students evaluating a speaker’s argument—a critical college and career readiness skill.

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<i>Presentation of Knowledge and Ideas</i>		
<p>CCSS.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>9.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> CCSS offers a higher level of detail for students and teachers to more fully understand the level of expectations.</p>
<p>CCSS.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>9.7.W.2 Students will create engaging visual and/or multimedia presentations using a variety of media forms to enhance understandings of findings, reasoning, and evidence for diverse audiences.</p>	<p>1=Close Match</p>
<p>CCSS.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>--</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.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing/speaking.</p> <p>a. Use parallel structure.*</p>	<p>9.5.R.1 Students will examine the function of parallel structures, various types of phrases, and clauses to convey specific meanings.</p> <p>9.5.W.3 Students will use parallel structure.</p>	<p>1=Close Match</p>
<p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>9.5.R.1 Students will examine the function of parallel structures, various types of phrases, and clauses to convey specific meanings.</p> <p>9.5.W.4 Students will use various types of phrases (<i>e.g., appositive, adjectival, adverbial, participial, prepositional</i>) and clauses (<i>e.g., independent, dependent, adverbial</i>) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>1=Close Match</p>
<p>CCSS.L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p>9.5.W.1 Students will write using correct mechanics with a focus on punctuation marks as needed.</p> <p>9.2.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>	<p>2=Partial Match</p> <p><i>Notes:</i> CCSS offers more specific detail on instructional focus.</p>
<p>--</p>	<p>9.5.R.2 Students will recognize the use of active and passive voice.</p>	<p>8=No Match (in grades 9-10 CCSS)</p>

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--	9.5.R.3 Students will recognize and correct inappropriate shifts in verb tense.	8=No Match (in grades 9-10 CCSS)
--	9.5.R.4 Students will recognize the subject and verb agreement, and correct as necessary.	8=No Match (in grades 9-10 CCSS)
--	9.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	8=No Match (in grades 9-10 CCSS)
<i>Effective Language Use</i>		
<p>CCSS.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>	--	5=No Match
<i>Vocabulary Acquisition and Usage</i>		
<p>CCSS.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>9.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>9.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	1=Close Match
<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	--	5=No Match
<p>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, its part of speech, or its etymology.</p>	9.4.R.5 Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words and phrases.	1=Close Match
<p>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).</p>	--	5=No Match
--	9.4.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.	8=No Match <i>Notes: Roots and affixes are included in earlier grades in the CCSS.</i>

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<p>CCSS.L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>9.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • Simile • Metaphor • Personification • Onomatopoeia • Hyperbole • Imagery • Tone • Symbolism • Irony 	<p>2=Partial Match</p> <p><i>Notes:</i> Both expect students to understand figurative language; CCSS highlights euphemism and oxymoron as examples.</p>
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>9.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	<p>2=Partial Match</p>
<p>CCSS.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>9.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>9.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.</p> <p>9.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.</p>	<p>1=Close Match</p>

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--	<p>10.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p>6 = No Match; Addition strengthens 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>
RL: Reading Standards for Literature		
<i>Key Ideas and Details</i>		
<p>CCSS.RL.9-10.1: Cite strong and thorough 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>10.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.</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 ones across the grade levels.</p>
<p>CCSS.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p>10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • ... • Theme • ... 	<p>3=Partial Match; Clarity</p> <p><i>Notes:</i> The CCSS is more specific about the development of the theme or central idea through specific details over the course of the text. The specificity of the CCSS standards helps to ensure aligned instruction, learning, and assessment. As stated in the K-5 and the 6-8 SBS charts, OK also has some issues with clarity in statement 10.2.R.1. What does it mean to summarize or paraphrase “between texts”?</p>
<p>CCSS.RL.9-10.3: Analyze how complex characters (<i>e.g., those with multiple or conflicting motivations</i>) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • Character development • Theme • Conflict (<i>i.e., internal and external</i>) • Archetypes 	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> OK’s standard is broad here in comparison. Added specificity of the CCS standard dedicated to characters helps to guide instruction, learning, and assessment.</p>

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<i>Craft and Structure</i>		
<p>CCSS.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>10.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • Figurative language... • Tone... <p>10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>10.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.</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.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>--</p>	<p>5=No Match</p>
<p>CCSS.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.</p> <p>10.3.R.2 Students will evaluate point of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> The standards both deal with global contexts but the CCSS focuses on point of view and wide reading on such texts while the OK standard focuses on stylistic and organizational choices.</p>
<i>Integration of Knowledge and Ideas</i>		
<p>CCSS.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p>10.7.R.1 Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.</p> <p>10.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> Both address the idea of expanding texts to include texts that are diverse and media-based (including visual, aural, and quantitative charts, graphs, etc.). Given prevalence of technology and media today, it is important that students understand the elements and techniques used in different media and are able to evaluate these varied texts.</p>

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		<p>The wording in CCSS may be too narrow in scope (too focused on a single instructional activity) while the OK language seems possibly too broad—students will analyze “techniques” used in any kind of a work and “create new understandings.”</p> <p>(How can one assess if they are “new” understandings—new to the student? New to the field?)</p>
(Not applicable to literature)		
<p>CCSS.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • ... • Archetypes 	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> OK’s standard is broad here in comparison to the CCSS standard. Added specificity of the CCSS standard helps to guide instruction, learning, and assessment.</p>
<i>Range of Reading and Level of Text Complexity</i>		
<p>CCSS.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 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>10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.</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>		
<p>CCSS.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences</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>3=Partial Match; Missing key content</p>

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drawn from the text.	<p>10.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.</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 ones across the grade levels.</p>
<p>CCSS.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p>10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author’s purpose.</p> <p>10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • ... • Theme <p>...</p>	<p>3=Partial Match; Clarity</p> <p><i>Notes:</i> CCSS requires that students analyze the development of a central idea within a text. OK’s expectations are less clear.</p> <p>OK emphasizes cross-text comparison in 10.2.R.1, but how does one summarize “between texts”?</p> <p>Instead of looking at how details develop a central idea in a text (as in CCSS), in OK, on the other hand, students look at details to evaluate how genre supports purpose.</p> <p>Further, by specifying that summaries will communicate a “logical sequence of events” OK’s 10.2.R.1 seems to suggest a chronological narrative text structure, rather than an informational text that might be organized as <i>compare/contrast, problem/solution, etc.</i> or an argument that might be organized with a claim, warrant, and evidence. As a result, this standard does not fully align with the CCSS standard for informational texts.</p>
<p>CCSS.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>10.3.R.6 Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</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 the order in which points are introduced and developed.</p>
<p><i>Craft and Structure</i></p>		

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<p>CCSS.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>10.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • Figurative language... • Tone... <p>10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>10.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	<p>1=Close Match</p> <p><i>Notes:</i> Both address vocabulary acquisition; figurative meaning and connotative meanings; and tone. OK does not specify technical language; Connection between word choice and tone could be expressed more clearly in OK.</p>
<p>CCSS.RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>10.3.R.6 Students will comparatively analyze the structures of texts (e.g., <i>compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</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 to refine a key concept.</p>
<p>CCSS.RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>10.3.R.2 Students will evaluate point of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p>	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> Both statements address point of view; OK emphasizes point of view across texts. The CCSS standard focuses on the use of rhetoric to advance the point of view.</p>
<i>Integration of Knowledge and Ideas</i>		
<p>CCSS.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>10.3.R.7 Students will make connections (e.g., <i>thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.</p> <p>10.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> Again here CCSS offers a specific expectation that could be consistently translated into a parallel task across classrooms within the state. Because OK’s statements are broader and more encompassing, they could include the CCSS expectation, but not necessarily.</p>
<p>CCSS.RI.9.10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>10.3.R.5 Students will distinguish among different kinds of evidence (e.g., <i>logical, empirical, anecdotal</i>) used to support conclusions and arguments in texts.</p>	<p>3=Partial Match: Focus and Comprehensiveness</p> <p><i>Notes:</i> The CCSS standard asks students to evaluate the claims, warrants, and evidence. It is much more comprehensive than the OK standard.</p>

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<p>CCSS.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>		<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> Embedding expectations within the standards that students read certain kinds of texts helps to ensure that students will be held accountable to reading texts of the types of complexity and the body of content that are important to students preparation for college and career and to their participation in the civil discourse in U.S. society.</p>
<i>Range of Reading and Level of Text Complexity</i>		
<p>CCSS.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 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>10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.</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>10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author’s purpose.</p>	<p>8=No Match</p>
W: Writing Standards		
<i>Text Types and Purposes</i>		
<p>CCSS.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> f. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. g. Develop claim(s) and counterclaims fairly, supplying 	<p>10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p> <p>ARGUMENT – Grade Level Focus</p> <p>10.3.W.4 Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.</p>	<p>1=Close Match</p>

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<p>evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <ul style="list-style-type: none"> h. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. j. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>10.3.W.5 Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.</p> <p>10.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>	
<p>CCSS.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> g. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. h. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. i. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. j. Use precise language and domain-specific vocabulary to manage the complexity of the topic. k. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. l. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the 	<p>INFORMATIVE – Grade Level Focus</p> <p>10.3.W.2 Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., <i>specific facts, examples, details, data</i>) and maintaining an organized structure and formal style.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> OK expectations here get at key elements of writing informational texts, 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 precise language or a conclusion.</p>

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<p>topic).</p> <p>CCSS.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> f. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. g. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. h. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. i. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. j. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>NARRATIVE 10.3.W.1 Students will write narratives embedded in other modes as appropriate.</p>	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> While OK does not need to go into the same specific criteria or depth of CCSS, if the standards are to guide instruction, learning, and assessment, it would be useful for the statement on narrative writing to more clearly define what constitutes effectiveness.</p> <p>As a strength—it does seem appropriate that OK focuses on students’ use of narrative techniques to support other types of writing. Including narrative techniques and approaches to offer anecdotes in an argument or to make an informational text come alive for the reader are effective approaches. OK standard statement here might benefit from a little more elaboration to clarify intent for learners and educators.</p>
<i>Production and Distribution of Writing</i>		
<p>CCSS.W.9-10.4: 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>10.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, and draw and justify appropriate conclusions.</p> <p>10.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistently in tone and point of view to establish meaningful texts.</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>

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<p>CCSS.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>10.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p>10.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p>10.2.W.3 Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p>10.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistently in tone and point of view to establish meaningful texts.</p>	<p>1=Close Match</p>
<p>CCSS.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>--</p>	<p>4=No Match; Content missing</p> <p><i>Notes:</i> OK may feel that it has addressed this with the statements on the “recursive writing process” and “multimodal” presentations, but CCSS statement seems sufficiently different from these that they do not align. Using technology to produce, publish, share, and communicate seems like an important expectation for today’s digital natives.</p>
<p><i>Research to Build and Present Knowledge</i></p>		
<p>CCSS.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>10.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p> <p>10.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (<i>e.g., print and digital</i>), following ethical and legal citation guidelines.</p> <p>10.6.W.1 Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for</i></p>	<p>1=Close Match</p>

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	<p><i>research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</p> <p>10.6.W.2 Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.</p>	
<p>CCSS.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>10.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (<i>e.g., print and digital</i>), following ethical and legal citation guidelines.</p> <p>10.6.R.3 Students will evaluate the relevance, reliability, and validity of information gathered.</p> <p>10.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings, following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) and avoiding plagiarism.</p> <p>10.6.W.4 Students will synthesize and present information in a report.</p>	1=Close Match
<p>CCSS.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>c. Apply <i>grades 9–10 Reading standards</i> to literature (<i>e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”</i>).</p> <p>d. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (<i>e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”</i>).</p>	--	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> This gap is an indication of a lack of focus on 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>
<i>Range of Writing</i>		
<p>CCSS.W.9-10.10: 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 tasks, purposes, and</p>	<p>10.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes</p>	<p>1=Close Match</p> <p><i>Notes:</i> Both address that students should write for extended</p>

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audiences.	of expression to suit audience and task, and draw and justify appropriate conclusions.	periods of time and shorter time frames as well as that they should address purpose/task and audience in their writing.
SL: Speaking and Listening		
<i>Comprehension and Collaboration</i>		
CCSS.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<p>10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p> <p>10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	1=Close Match
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	--	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. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	3=Partial Match, Focus <i>Notes:</i> The CCSS standard is more comprehensive. It focuses on rules, goals, deadlines, and roles and provides insight into the kinds of rules that might be established.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	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 broadly to encompass analysis and evaluation of media. Breadth and lack of specificity in OK may make it challenging for educators to plan instruction and assessment around this expectation.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	--	5=No Match

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<p>CCSS.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>10.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., <i>print and digital</i>), following ethical and legal citation guidelines.</p> <p>10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> CCSS focus is on integrating multiple sources “in diverse media.” OK focuses on integrating findings “from sources.”</p>
<p>CCSS.SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> The CCSS standard focuses on students evaluating a speaker’s argument—a critical college and career readiness skill.</p>
<i>Presentation of Knowledge and Ideas</i>		
<p>CCSS.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>10.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> The CCS standard offers more qualitative features that students should exhibit in their presentations.</p>
<p>CCSS.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understandings of findings, reasoning, and evidence for diverse audiences.</p>	<p>1=Close Match</p>
<p>CCSS.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.</p>	<p>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.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing/speaking.</p> <p>b. Use parallel structure.*</p>	<p>10.5.R Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.</p>	<p>3=Partial Match</p> <p><i>Notes:</i> In grade 9, students also <i>used</i> parallel structure rather than just examining its function. 9.5.W.3 Students will use parallel structure.</p>
<p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>10.5.R Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.</p>	<p>3=Partial Match</p> <p><i>Notes:</i> In grade 9, students also <u>used</u> various types of phrases and clauses—not just examining the function.</p>
<p>CCSS.L.9-10.2: Demonstrate command of the conventions of</p>	<p>10.5.W.1 Students will write using correct mechanics.</p>	<p>2=Partial Match</p>

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standard English capitalization, punctuation, and spelling when writing. d. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. e. Use a colon to introduce a list or quotation. f. Spell correctly.	10.2.W.5 Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).	
--	10.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	8=No Match
<i>Effective Language Use</i>		
CCSS.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. b. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook, Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.	--	5=No Match
<i>Vocabulary Acquisition and Usage</i>		
CCSS.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. 10.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	1=Close Match
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	--	5=No 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, its part of speech, or its etymology.	10.4.R.5 Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words and phrases.	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
--	10.4.R.2 Students will use word parts (e.g., <i>affixes, Greek and Latin</i>	8=No Match

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	<i>roots, stems</i>) to define and determine the meaning of increasingly complex words.	<i>Notes:</i> Roots and affixes are included in earlier grades in the CCSS.
<p>CCSS.L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>10.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • Figurative language • Imagery • Tone • Symbolism • Irony 	<p>2=Partial Match</p> <p><i>Notes:</i> Irony in particular is included in the CCSS in earlier grades.</p>
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>10.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	<p>2=Partial Match</p>
<p>CCSS.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>10.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.</p> <p>10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.</p>	<p>1=Close Match</p>

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--	<p>11.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p>6 = No Match; Addition strengthens 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.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</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>11.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis, author’s style</i>) 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 ones across the grade levels.</p>
<p>CCSS.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>11.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p>11.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> ● theme ● archetypes <p>11.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis, authors’ style</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	<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 CCSS progression also results in students looking at more than one theme or central idea by the end of high school (in grades 11-12). The specificity of the CCSS standards helps to ensure aligned instruction, learning, and assessment.</p>
<p>CCSS.RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (<i>e.g., where a story is set, how the action is ordered, how the characters are introduced and developed</i>).</p>	<p>11.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> ● theme ● archetypes 	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> In grade 11, OK does not appear to reference literary elements such as character, plot, setting; OK focus is on theme.</p>

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	<p>11.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis, authors’ style</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	
<i>Craft and Structure</i>		
<p>CCSS.RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>11.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>11.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> Both address vocabulary acquisition, words with multiple meanings, and connotation. OK does not specify figurative language. CCSS focus on language is more suggestive of a specific instructional/learning activity than is OK’s less focused language.</p>
<p>CCSS.RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (<i>e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution</i>) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>--</p>	<p>5=No Match</p>
<p>CCSS.RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (<i>e.g., satire, sarcasm, irony, or understatement</i>).</p>	<p>11.3.R.2 Students will evaluate point of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p> <p>11.3.R.4 Students will evaluate literary devices to support interpretation of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • Imagery • Tone • Symbolism • Irony 	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> It appears that OK does not reference <i>satire, sarcasm, or understatement</i> within its standards document. As in other examples, CCSS statement suggests a specific learning and teaching activity while OK is more broad and encompassing and open to interpretations.</p>
<i>Integration of Knowledge and Ideas</i>		
<p>CCSS.RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (<i>e.g., recorded or live production of a play or recorded novel or poetry</i>), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>11.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis, author’s style</i>) between and across multiple texts and provide textual evidence to support their inferences.</p> <p>11.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> As in other examples, here the CCSS expectation might be encompassed within OK’s broader expectations but not necessarily. Also CCSS embeds another expectation here about a specific body of work (Shakespeare and an American dramatist) students should know; OK does not include these text expectations.</p>

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(Not applicable to literature)		
<p>CCSS.RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>11.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> ● theme ● archetypes <p>11.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis, authors’ style</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	<p>3=Partial Match; Critical content missing</p> <p><i>Notes:</i> Both CCSS and OK specify that students in grade 11 will consider how multiple texts treat similar themes or topics. CCSS includes the expectation that students will develop knowledge of a specific period of American literature. Knowing important works from these periods is important to college and career readiness and is important to defining the content of the English classroom in grades 9 through 12.</p>
<i>Range of Reading and Level of Text Complexity</i>		
<p>CCSS.RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR 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>11.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.</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>		
<p>CCSS.RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</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>11.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis, author’s style</i>) 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 ones across the grade levels.</p>
<p>CCSS.RI.11-12.2: Determine two or more central ideas of a text and</p>	<p>11.2.R.1 Students will summarize, paraphrase, and synthesize ideas,</p>	<p>3=Partial Match; Broad; Clarity</p>

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analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	while maintaining meaning and a logical sequence of events, within and between texts.	<p><i>Notes:</i> CCSS requires that students analyze how two or more central ideas develop over the course of a text, and how specific details convey that central idea. This is part of the purposeful progression in CCSS, which assumes that by grades 11-12 the kinds of complex informational texts students will encounter will have more than one central idea.</p> <p>OK is less clear in the intent of its standard. 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.</p>
CCSS.RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	11.3.R.6 Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.	3=Partial Match; Broad <i>Notes:</i> The CCSS standard is so much more precise and requires a deeper level of analysis by zeroing in on the ways in which specific elements of the text interact and develop. OK’s discussion of structure is at a higher, surface level.
<i>Craft and Structure</i>		
CCSS.RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (<i>e.g., how Madison defines faction in Federalist No. 10</i>).	<p>11.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>11.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	3=Partial Match; Broad <i>Notes:</i> Both address vocabulary acquisition. OK does not specify figurative or technical language. CCSS focus on author’s use of a specific term(s) is much more tightly focused than OK’s broader statements.
CCSS.RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	11.3.R.6 Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.	2=Partial Match <i>Notes:</i> The CCSS standard focuses on argument and exposition and their effectiveness; OK more broadly describes informational text structures and comparisons between them.
CCSS.RI.11-12.6: Determine an author’s point of view or purpose in	11.3.R.2 Students will evaluate point of view and perspectives in	3=Partial Match; Focus

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a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	<i>Notes:</i> Both statements address point of view; OK emphasizes point of view across texts. The CCSS standard focuses on the use of rhetoric to support a point of view.
<i>Integration of Knowledge and Ideas</i>		
CCSS.RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<p>11.3.R.7 Students will make connections (e.g., thematic links, literary analysis, author’s style) between and across multiple texts and provide textual evidence to support their inferences.</p> <p>11.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., print and digital), following ethical and legal citation guidelines.</p> <p>11.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.</p> <p>11.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	1=Close Match
CCSS.RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	11.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.	3=Partial Match: Focus and Comprehensiveness <i>Notes:</i> The CCSS standard again references seminal U.S. texts, which are absent from OK standards. OK focuses on comparing across texts, which is a useful skill but could encompass so much the statement may not be helpful for driving meaningful, CCR instruction and learning.
CCSS.RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	--	4=No Match; Critical content missing <i>Notes:</i> Embedding expectations within the standards that students read certain kinds of texts helps to ensure that students will be held accountable to reading texts of the types of complexity and the body of content that are important to students preparation for college and career and to their participation in the civil discourse in U.S. society.
<i>Range of Reading and Level of Text Complexity</i>		
CCSS.RI.11-12.10: By the end of grade 11, read and comprehend	<i>Some –but not most – statements within the OK standards explicitly</i>	4=No Match; Critical content missing

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literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>reference “grade-level” text. For example:</i> 11.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.	<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.
W: Writing Standards		
<i>Text Types and Purposes</i>		
CCSS.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 	11.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s). ARGUMENT 11.3.W.4 Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources. 11.3.W.5 Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument. 11.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.	1=Close Match

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<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		
<p>CCSS.W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>INFORMATIVE 11.3.W.2 Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (<i>e.g., specific facts, examples, details, data</i>) and maintaining an organized structure and formal style.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> OK expectations here get at key elements of writing informational texts, 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, for example, does not include use of:</p> <ul style="list-style-type: none"> • Formatting • transition words • precise language • literary techniques • a conclusion.
<p>CCSS.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of 	<p>NARRATIVE 11.3.W.1 Students will write narratives embedded in other modes as appropriate.</p>	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> While OK does not need to go into the same specific criteria or depth of CCSS, if the standards are to guide instruction, learning, and assessment, it would be useful for the statement on narrative writing to more clearly define what constitutes effectiveness.</p>

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<p>experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		<p>As a strength—it does seem appropriate that OK focuses on students’ use of narrative techniques to support other types of writing. Including narrative techniques and approaches to offer anecdotes in an argument or to make an informational text come alive for the reader are effective approaches. OK standard statement here might benefit from a little more elaboration to clarify intent for learners and educators.</p>
<i>Production and Distribution of Writing</i>		
<p>CCSS.W.11-12.4: 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>11.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, and be able to apply new understandings in an original way.</p> <p>11.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.</p>	<p>1=Close Match</p> <p><i>Notes:</i> But “new understandings in an original way” may pose a measurement challenge to OK.</p>
<p>CCSS.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>11.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p>11.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p>11.2.W.3 Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-</p>	<p>1=Close Match</p>

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	<p>paragraph essays.</p> <p>11.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistently in tone and point of view to establish meaningful texts.</p>	
<p>CCSS.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>--</p>	<p>4=No Match; Content missing</p> <p><i>Notes:</i> OK may feel that it has addressed this with the statements on the “recursive writing process” and “multimodal” presentations, but CCSS statement seems sufficiently different from these that they do not align. Using technology to produce, publish, share, and communicate seems like an important expectation for today’s digital natives.</p>
<p><i>Research to Build and Present Knowledge</i></p>		
<p>CCSS.W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>11.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p> <p>11.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (<i>e.g., print and digital</i>), following ethical and legal citation guidelines.</p> <p>11.6.W.1 Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</p> <p>11.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.</p>	<p>1=Close Match</p>
<p>CCSS.W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding</p>	<p>11.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (<i>e.g., print and digital</i>), following ethical and legal citation guidelines.</p> <p>11.6.R.3 Students will evaluate the relevance, reliability, and</p>	<p>1=Close Match</p>

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<p>plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>validity of information gathered.</p> <p>11.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings, following an appropriate citation style (e.g., <i>MLA</i>, <i>APA</i>, etc.) and avoiding plagiarism.</p> <p>11.6.W.4 Students will synthesize and present information in a report.</p>	
<p>CCSS.W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>--</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> This gap is an indication of a lack of focus on 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>
<p><i>Range of Writing</i></p>		
<p>CCSS.W.11-12.10: 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 tasks, purposes.</p>	<p>11.8.W Students will write independently over extended periods of time (e.g., <i>time for research, reflection, and revision</i>) and for shorter timeframes (e.g., <i>a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, and be able to apply new understandings in an original way.</p>	<p>1=Close Match</p> <p><i>Notes:</i> But “new understandings in an original way” may pose a measurement challenge to OK.</p>
<p>SL: Speaking and Listening</p>		
<p><i>Comprehension and Collaboration</i></p>		
<p>CCSS.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>11.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>1=Close Match</p>

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	11.1.W.2 Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	--	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 standard like this one. This skill is important for students to master for college work and on the job.
b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	11.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	3=Partial Match; Focus <i>Notes:</i> The CCSS standard is more comprehensive. It focuses on decision-making, goals, deadlines, and roles.
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	11.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	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 broadly to encompass analysis and evaluation of media. Breadth and lack of specificity in OK may make it challenging for educators to plan instruction and assessment around this expectation.
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	--	5=No Match
CCSS.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	11.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., <i>print and digital</i>), following ethical and legal citation guidelines. 11.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	2=Partial Match <i>Notes:</i> CCSS focus is on integrating multiple sources “in diverse media.” OK focuses on primary and secondary sources. CCSS asks that students note “discrepancies among the data,” helpful to ensure that students are critical evaluators of content.
CCSS.SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and	11.1.R.2 Students will actively listen and evaluate, analyze, and	4=No Match; Critical content missing

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use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	<i>Notes:</i> The CCSS standard focuses on students evaluating a speaker’s <u>argument</u> —a critical college and career readiness skill.
<i>Presentation of Knowledge and Ideas</i>		
CCSS.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	11.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	2=Partial Match <i>Notes:</i> CCSS offers a higher level of detail for students and teachers to more fully understand the level of expectations.
CCSS.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	11.7.W.1 Students will design and develop multimodal content for a variety of purposes. 11.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	1=Close Match
CCSS.SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	11.5.R Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate. 11.5.W.3 Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	1=Close Match
L: Language Standards		
<i>Conventions</i>		
CCSS.L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	11.5.R Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.	1=Close Match
b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> ,	11.4.R.5 Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and	1=Close Match

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<p><i>Garner’s Modern American Usage</i>) as needed.</p>	<p>other related references (<i>print and/or electronic</i>) as needed.</p> <p>11.5.R Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.</p>	
<p>CCSS.L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. 	<p>11.5.W.1 Students will write using correct mechanics.</p> <p>11.2.W.5 Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>	2=Partial Match
--	<p>11.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.</p>	8=No Match (appears in earlier grades in the CCSS)
<i>Effective Language Use</i>		
<p>CCSS.L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (<i>e.g., Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 	<p>11.5.R Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.</p>	2=Partial Match
<i>Vocabulary Acquisition and Usage</i>		
<p>CCSS.L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (<i>e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence</i>) as a clue to the meaning of a word or phrase. 	<p>11.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>11.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	1=Close Match
<ul style="list-style-type: none"> b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (<i>e.g., conceive, conception, conceivable</i>). 	--	5=No Match
<ul style="list-style-type: none"> c. Consult general and specialized reference materials (<i>e.g.,</i> 	<p>11.4.R.5 Students will use general and specialized dictionaries,</p>	1=Close Match

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dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	thesauri, glossaries, histories of language, books of quotations, and other related references (<i>print and/or electronic</i>) as needed.	
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
--	11.4.R.2 Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define and determine the meaning of increasingly complex words.	8=No Match <i>Notes:</i> Roots and affixes are included in earlier grades in the CCSS.
CCSS.L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.		5=No Match <i>Notes:</i> OK addresses figures of speech and hyperbole in previous grade levels, but not at grade 11. (Paradox does not appear in the OK expectations.)
b. Analyze nuances in the meaning of words with similar denotations.	11.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.	2=Partial Match <i>Notes:</i> CCSS more tightly focused than OK.
CCSS.L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. 11.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly. 11.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	1=Close Match

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--	<p>12.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p>6 = No Match; Addition strengthens 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.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</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>12.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis, author’s style</i>) 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 ones across the grade levels.</p>
<p>CCSS.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>12.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p>12.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.</p> <p>12.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis, authors’ style</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	<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 CCSS progression also results in students looking at more than one theme or central idea by the end of high school (in grades 11-12). The specificity of the CCSS standards helps to ensure aligned instruction, learning, and assessment.</p>
<p>CCSS.RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (<i>e.g., where a story is set, how the action is ordered, how the characters are introduced and developed</i>).</p>	<p>12.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.</p> <p>12.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis, authors’ style</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> In grade 12, OK does not appear to reference literary elements such as character, plot, setting; OK focus in grade 12 is on theme.</p>

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<i>Craft and Structure</i>		
<p>CCSS.RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>12.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>12.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> Both address vocabulary acquisition, words with multiple meanings, and connotation. OK does not specify figurative language. CCSS focus on language is more suggestive of a specific instructional/learning activity than is OK’s less focused language.</p>
<p>CCSS.RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>--</p>	<p>5=No Match</p>
<p>CCSS.RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>12.3.R.2 Students will evaluate point of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p> <p>12.3.R.4 Students will evaluate literary devices to support interpretation of texts, including comparisons across texts.</p>	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> It appears that OK does not reference <i>satire</i>, <i>sarcasm</i>, or <i>understatement</i> within its standards document. As in other examples, CCSS statement suggests a specific learning and teaching activity while OK is broader and encompassing and open to interpretations.</p>
<i>Integration of Knowledge and Ideas</i>		
<p>CCSS.RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>12.3.R.7 Students will make connections (e.g., <i>thematic links</i>, <i>literary analysis</i>, <i>author’s style</i>) between and across multiple texts and provide textual evidence to support their inferences.</p> <p>12.7.R.2 Students will analyze the impact of selected media and formats on meaning.</p>	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> As in other examples, here the CCSS expectation might be encompassed within OK’s broader expectations but not necessarily. Also CCSS embeds another expectation here about a specific body of work students should know; OK does not include these text expectations.</p>
(Not applicable to literature)		
<p>CCSS.RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>12.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.</p> <p>12.3.R.7 Students will make connections (e.g., <i>thematic links</i>, <i>literary analysis</i>, <i>authors’ style</i>) between and across multiple</p>	<p>3=Partial Match; Critical content missing</p> <p><i>Notes:</i> Both CCSS and OK specify that students in grade 12 will consider how multiple texts treat similar themes or topics. CCSS includes the expectation that students will develop knowledge of a specific period of American literature. Knowing important works from these periods is important to college and career readiness and</p>

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	texts and provide textual evidence to support their inferences.	is important to defining the content of the English classroom in grades 9 through 12.
<i>Range of Reading and Level of Text Complexity</i>		
<p>CCSS.RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR 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>12.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.</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>		
<p>CCSS.RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</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>12.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis, author’s style</i>) 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 ones across the grade levels.</p>
<p>CCSS.RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>12.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p>	<p>3=Partial Match; Broad; Clarity</p> <p><i>Notes:</i> CCSS requires that students analyze how two or more central ideas develop over the course of a text, and how specific details convey that central idea. This is part of the purposeful progression in CCSS, which assumes that by grades 11-12 the kinds of complex informational texts students will encounter will have more than one central idea.</p> <p>OK is less clear in the intent of its standard. By specifying that</p>

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		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.
<p>CCSS.RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>12.3.R.6 Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</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 the ways in which specific elements of the text interact and develop. OK’s discussion of structure is at a higher, surface level.</p>
<i>Craft and Structure</i>		
<p>CCSS.RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (<i>e.g., how Madison defines faction in Federalist No. 10</i>).</p>	<p>12.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>12.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> Both address vocabulary acquisition. OK does not specify figurative or technical language. CCSS focus on author’s use of a specific term(s) is much more tightly focused than OK’s broader statements.</p>
<p>CCSS.RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>12.3.R.6 Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> The CCSS standard focuses on argument and exposition and their effectiveness; OK more broadly describes informational text structures and comparisons between them.</p>
<p>CCSS.RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>12.3.R.2 Students will evaluate point of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p>	<p>3=Partial Match; Focus</p> <p><i>Notes:</i> Both statements address point of view; OK emphasizes point of view across texts. The CCSS standard focuses on the use of rhetoric to support a point of view.</p>
<i>Integration of Knowledge and Ideas</i>		
<p>CCSS.RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (<i>e.g., visually, quantitatively</i>) as well as in words in order to address a question or solve a problem.</p>	<p>12.3.R.7 Students will make connections (<i>e.g., thematic links, literary analysis, author’s style</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	<p>1=Close Match</p>

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	<p>12.6.R.2 Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.</p> <p>12.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.</p> <p>12.7.R.1 Students will analyze and evaluate written, oral, visual, digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments.</p>	
<p>CCSS.RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p>12.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.</p>	<p>3=Partial Match: Focus and Comprehensiveness</p> <p><i>Notes:</i> The CCSS standard again references seminal U.S. texts, which are absent from OK standards. As such, the CCSS standard ensures rigor in instruction and learning.</p>
<p>CCSS.RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>--</p>	<p>4=No Match; Critical content missing</p> <p><i>Notes:</i> Embedding expectations within the standards that students read certain kinds of texts helps to ensure that students will be held accountable to reading texts of the types of complexity and the body of content that are important to students preparation for college and career and to their participation in the civil discourse in U.S. society.</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>		
<p>CCSS.RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR 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>12.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.</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),</p>

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text complexity will not necessarily be an expectation; does not come across as a priority.		
W: Writing Standards		
<i>Text Types and Purposes</i>		
<p>CCSS.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>12.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p> <p>ARGUMENT</p> <p>12.3.W.4 Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.</p> <p>12.3.W.5 Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.</p> <p>12.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>	1=Close Match
<p>CCSS.W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 	<p>INFORMATIVE</p> <p>12.3.W.2 Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., <i>specific facts, examples, details, data</i>) and maintaining an organized structure and formal style.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> OK expectations here get at key elements of writing informational texts, 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, for example, does not include use of:</p> <ul style="list-style-type: none"> Formatting

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<p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		<ul style="list-style-type: none"> • transition words • precise language • literary techniques • a conclusion.
<p>CCSS.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>NARRATIVE 12.3.W.1 Students will write narratives embedded in other modes as appropriate.</p>	<p>3=Partial Match; Broad</p> <p><i>Notes:</i> While OK does not need to go into the same specific criteria or depth of CCSS, if the standards are to guide instruction, learning, and assessment, it would be useful for the statement on narrative writing to more clearly define what constitutes effectiveness.</p> <p>As a strength—it does seem appropriate that OK focuses on students’ use of narrative techniques to support other types of writing. Including narrative techniques and approaches to offer anecdotes in an argument or to make an informational text come alive for the reader are effective approaches. OK standard statement here might benefit from a little more elaboration to clarify intent for learners and educators.</p>

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<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		
<i>Production and Distribution of Writing</i>		
<p>CCSS.W.11-12.4: 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>12.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, synthesize information across multiple sources, and articulate new perspectives.</p> <p>12.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.</p>	1=Close Match
<p>CCSS.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>12.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p>12.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p>12.2.W.3 Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p>12.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistently in tone and point of view to establish meaningful texts.</p>	1=Close Match
<p>CCSS.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	--	<p>4=No Match; Content missing</p> <p><i>Notes:</i> OK may feel that it has addressed this with the statements on the “recursive writing process” and “multimodal” presentations,</p>

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		but CCSS statement seems sufficiently different from these that they do not align. Using technology to produce, publish, share, and communicate seems like an important expectation for today's digital natives.
<i>Research to Build and Present Knowledge</i>		
<p>CCSS.W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>12.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p> <p>12.6.R.2 Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.</p> <p>12.6.W.1 Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</p> <p>12.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.</p>	1=Close Match
<p>CCSS.W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>12.6.R.2 Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.</p> <p>12.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p> <p>12.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings, following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) and avoiding plagiarism.</p> <p>12.6.W.4 Students will synthesize and present information in a report.</p>	1=Close Match
<p>CCSS.W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		4=No Match; Critical content missing

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<p>c. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>d. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>		<p><i>Notes:</i> This gap is an indication of a lack of focus on 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>
<i>Range of Writing</i>		
<p>CCSS.W.11-12.10: 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 tasks, purposes.</p>	<p>12.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, synthesize information across multiple sources, and articulate new perspectives.</p>	<p>1=Close Match</p>
SL: Speaking and Listening		
<i>Comprehension and Collaboration</i>		
<p>CCSS.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>12.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.</p> <p>12.1.W.2 Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>1=Close Match</p>
<p>b. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</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 standard like this one. This skill is important for students to master for college work and on the job.</p>

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b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	12.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	3=Partial Match, Critical content missing <i>Notes:</i> The CCSS standard is more comprehensive. It focuses on decision-making, goals, deadlines, and roles.
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	12.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	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 broadly to encompass analysis and evaluation of media. Breadth and lack of specificity in OK may make it challenging for educators to plan instruction and assessment around this expectation.
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	--	5=No Match
CCSS.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	12.6.R.2 Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines. 12.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	2=Partial Match <i>Notes:</i> CCSS focus is on integrating multiple sources “in diverse media.” OK focuses on primary and secondary sources. CCSS asks that students note “discrepancies among the data,” helpful to ensure that students are critical evaluators of content.
CCSS.SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	12.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	4=No Match; Critical content missing <i>Notes:</i> The CCSS standard focuses on students evaluating a speaker’s <u>argument</u> —a critical college and career readiness skill.
<i>Presentation of Knowledge and Ideas</i>		
CCSS.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	12.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	2=Partial Match <i>Notes:</i> CCSS offers a higher level of detail for students and teachers to more fully understand the level of expectations.
CCSS.SL.11-12.5: Make strategic use of digital media (e.g., textual,	12.7.W.1 Students will design and develop multimodal	1=Close Match

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graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	content to communicate knowledge and defend arguments. 12.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	
CCSS.SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	12.5.R Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate. 12.5.W.3 Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	1=Close Match
L: Language Standards		
<i>Conventions</i>		
CCSS.L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	12.5.R Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.	1=Close Match
b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i>) as needed.	12.4.R.5 Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (<i>print and/or electronic</i>) as needed. 12.5.R Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.	1=Close Match
CCSS.L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Observe hyphenation conventions.	12.5.W.1 Students will write using correct mechanics. 12.2.W.5 Students will use resources to find correct spellings of words (e.g., <i>word wall</i> , <i>vocabulary notebook</i> , <i>print and electronic</i>	2=Partial Match

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d. Spell correctly.	<i>dictionaries, and spell-check).</i>	
--	12.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.	8=No Match
<i>Effective Language Use</i>		
CCSS.L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. b. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	12.5.R Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.	2=Partial Match
<i>Vocabulary Acquisition and Usage</i>		
CCSS.L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	12.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. 12.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	1=Close Match
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).	--	5=No 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, its part of speech, its etymology, or its standard usage.	12.4.R.5 Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (<i>print and/or electronic</i>) as needed.	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
--	12.4.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.	8=No Match <i>Notes:</i> Roots and affixes are included in earlier grades in the CCSS.
CCSS.L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		5=No Match

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<p>b. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>		<p><i>Notes:</i> OK addresses figures of speech and hyperbole in previous grade levels, but not at grade 11. (Paradox does not appear in the OK expectations.)</p>
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>12.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	<p>2=Partial Match</p> <p><i>Notes:</i> CCSS more tightly focused than OK.</p>
<p>CCSS.L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>12.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>12.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.</p> <p>12.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.</p>	<p>1=Close Match</p>