

Oklahoma Academic Standards for English Language Arts Grade 1 Crosswalk

2021	2016	Notes/Analysis
1.1.S.3 Students will ask and answer relevant questions to seek help or get information to confirm understanding.	1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.	
1.1.S.4 Students will orally describe people, places, things, and events with relevant details expressing their ideas.	1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.	
Standard 2: Reading and Writing Foundations Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.	Standard 2: Reading Foundations Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
Phonological Awareness Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.	Phonological Awareness Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
1.2.PA.1 Students will count, segment, blend, and delete syllables in spoken words.	This objective did not exist in 2016.	THIS OBJECTIVE WILL NOT BE TESTED
1.2.PA.2 Students will blend and segment onset and rime in spoken words (e.g., /ch/+ at = <i>chat</i>).	1.2.PA.1 Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = <i>chat</i>).	
1.2.PA.3 Students will isolate and pronounce medial sounds in spoken words.	1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.	

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<p>1.2.PA.4 Students will blend phonemes to form spoken words with 4-6 phonemes, including consonant blends (e.g., /s/ /t/ /r/ /l/ /ng/ = <i>string</i>).</p>	<p>1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /l/ /ng/=string).</p>	
<p>1.2.PA.5 Students will segment phonemes in spoken words with 4-6 phonemes into individual phonemes (e.g., <i>string</i> = /s/ /t/ /r/ /l/ /ng/).</p>	<p>1.2.PA.5 Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /l/ /ng/).</p>	
<p>1.2.PA.6 Students will add*, delete*, and substitute* phonemes in one-syllable spoken words with 3-5 phonemes.</p> <p>(e.g., add /c/ to the beginning of <i>at</i> to say <i>cat</i>; delete the /p/ from <i>pin</i>, to say <i>in</i>; substitute the /o/ in <i>stop</i> with /e/ to say <i>step</i>).</p> <p>*Manipulation does not involve consonant blends.</p>	<p>1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’).</p>	
<p>This objective was removed in 2021.</p>	<p>1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.</p>	<p>THIS OBJECTIVE IS NOT TESTED</p>
<p>Print Concepts Students will demonstrate their understanding of the organization and basic features of print.</p>	<p>Print Concepts Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</p>	

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<p>1.2.PC.1 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark).</p>	<p>1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks).</p>	
<p>1.2.PC.2 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p>	<p>1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p>	
<p>Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation.</p>	<p>Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills.</p>	
<p>1.2.PWS.1* Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills:</p> <ul style="list-style-type: none"> a. single consonants (e.g., b = /b/, f = /f/, t = /t/) b. short vowel sounds (i.e., ă, ě, ĭ, ǒ, ŭ) c. consonant blends (e.g., bl, br, cr) d. consonant digraphs and trigraphs (e.g., sh, tch) e. vowel-consonant-silent e (e.g., lake) f. r-controlled vowels (i.e., ar, er, ir, or, ur) g. vowel digraphs (e.g., ea, oa, ee) <p>*sequential skills</p>	<p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> ● single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/) ● consonant blends (e.g., bl, br, cr) ● consonant digraphs and trigraphs (e.g., sh-, -tch) ● vowel sounds: <ul style="list-style-type: none"> ○ long ○ short ● r -controlled vowels (e.g., ar, er, ir or, ur) ● vowel spelling patterns: <ul style="list-style-type: none"> ○ vowel digraphs (e.g., ea, oa, ee) ○ vowel-consonant-silent-e (e.g., lake) 	

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<p>1.2.PWS.2* Students will decode words by applying knowledge of syllable types in one-syllable words:</p> <p>a. closed b. open *sequential skills</p>	<p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> ● most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled) ● inflectional endings (e.g., -s, -ed, -ing) ● compound words ● contractions 	
<p>1.2.PWS.3* Students will decode words by applying knowledge of structural analysis:</p> <p>a. compound words b. inflectional endings (e.g., -s, -ed, -ing) *sequential skills</p>		
<p>This objective was removed in 2021.</p>	<p>1.2.PWS.3 Students will read words in common word families (e.g., at, ab, am, in).</p>	
<p>Spelling/Encoding Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</p>	<p>This strand did not exist in 2016.</p>	
<p>1.2.SE.1* Students will use correct spelling when writing the following sounds in words:</p> <p>a. consonants b. short vowels c. digraphs d. consonant blends e. vowel-consonant-silent e *sequential skills</p>	<p>This objective did not exist in 2016.</p>	<p>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</p>

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1.2.R.1 Students will identify the topic or main idea with some supporting details of a text.	1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.	
1.2.R.2 Students will discriminate between fiction and nonfiction genres.	1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.	
1.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story.	1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text .	
1.2.R.4 Students will retell facts and details from an informational text.		
Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
1.2.W.1 Students will develop and edit drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.	1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression	
1.2.W.2 Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences.	1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.	
1.2.W.3 Students will revise drafts by adding and/or deleting text.	This objective did not exist in 2016.	

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<p>1.2.W.4 Students will correctly spell grade-level, highly decodable words (e.g., <i>cup, like, cart</i>) and common, irregularly spelled sight words (e.g., <i>the</i>) while editing using resources as needed.</p>	<p>1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., <i>cup, like, cart</i>) and common irregularly spelled sight words (e.g., <i>the</i>) while editing.</p>	
	<p>1.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).</p>	
<p>1.2.W.5 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author’s chair).</p>	<p>This objective did not exist in 2016.</p>	<p>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</p>
<p>Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.</p>	<p>Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.</p>	
<p>Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</p>	<p>Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</p>	
<p>1.3.R.1 Students will identify the author’s purpose (i.e., tell a story, provide information) with prompting.</p>	<p>1.3.R.1 Students will identify the author’s purpose (i.e., tell a story, provide information) with guidance and support.</p>	
<p>1.3.R.2 Students will describe who is telling a story with prompting.</p>	<p>1.3.R.2 Students will describe who is telling the story (i.e., point of view).</p>	

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2021	2016	Notes/Analysis
<p>1.3.R.3 Students will find textual evidence when provided with examples of literary elements:</p> <ul style="list-style-type: none"> ● setting (i.e., time and place) ● main characters and their traits 	<p>1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> ● setting (i.e., time, place) ● plot ● main characters and their traits in a story 	
<p>1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.</p>	<p>1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.</p>	
<p>1.3.R.5 Students will begin to use details from a text to draw conclusions and make predictions.</p>	<p>This objective did not exist in 2016.</p>	<p>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</p>
<p>1.3.R.6 Students will begin to locate facts that are clearly stated in a text.</p>	<p>1.3.R.5 1.3.R.5 Students will begin to locate facts that are clearly stated in a text.</p>	
<p>Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	<p>Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>	
<p>1.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with prompting.</p>	<p>1.3.W.1 Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end) , and a basic setting (i.e., time, place) with guidance and support.</p>	

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1.3.W.2 Students will begin to write facts about a topic in response to a text read aloud to demonstrate understanding with prompting .	1.3.W.2 Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.	
1.3.W.3 Students will write an opinion about a topic and provide a reason to support the opinion with prompting .	1.3.W.3 Students will express an opinion in writing about a topic and provide a reason to support the opinion.	
Standard 4: Vocabulary Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.	Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
1.4.R.1 Students will begin to determine relationships among words, including synonyms and antonyms.	This objective did not exist in 2016.	THIS OBJECTIVE WILL NOT BE TESTED IN 2021.
1.4.R.2 Students will use context clues to determine the meaning of words with prompting .	1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.	
1.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting .	1.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.	

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1.4.R.4 Students will begin to use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.	1.4.R.5 Students will use a dictionary (print and/or electronic) to find words.	
1.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	
This objective was removed in 2021.	1.4.R.4 Students will name and sort words into categories based on common attributes.	
Writing Students will apply knowledge of vocabulary to speak and write effectively.	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
1.4.W.1 Students will use grade-level vocabulary to communicate ideas through speaking and writing.	1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.	
1.4.W.2 Students will use language in speaking and writing according to purpose with prompting.	1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.	
Standard 5: Language Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	

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<p>Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</p>	<p>Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	
<p>1.5.R.1 Students will recognize simple sentences.</p>	<p>This objective did not exist in 2016.</p>	<p>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</p>
<p>1.5.R.2 Students will recognize parts of speech in sentences:</p> <ul style="list-style-type: none"> ● nouns as concrete objects (i.e., people, places, and things) ● regular plural nouns ● present-tense verbs as actions ● color, size, and number adjectives ● prepositions ● the pronouns <i>I</i>, me, you, and we ● the conjunctions <i>and</i>, <i>or</i>, and <i>but</i> ● the adverbs <i>too</i> and <i>very</i> 	<p>1.5.R.1 Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun “I . ”</p>	<p>GIVE THIS FORMATIVE AFTER TEACHING 1.5.R.2</p>
	<p>1.5.R.2 Students will recognize verbs as actions</p>	<p>GIVE THIS FORMATIVE AFTER TEACHING 1.5.R.2</p>
	<p>1.5.R.3 Students will recognize color and number adjectives.</p>	<p>GIVE THIS FORMATIVE AFTER TEACHING 1.5.R.2</p>
	<p>1.5.R.4 Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement.</p>	<p>GIVE THIS FORMATIVE AFTER TEACHING 1.5.R.2</p>
	<p>1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit).</p>	<p>GIVE THIS FORMATIVE AFTER TEACHING 1.5.R.2</p>
<p>Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	<p>Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	

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1.5.W.1 Students will compose simple sentences that conclude with an end mark.	1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.	
1.5.W.2 Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.	This objective did not exist in 2016.	THIS OBJECTIVE WILL NOT BE TESTED IN 2021.
1.5.W.3 Students will capitalize the first letter of a sentence, proper names, and months and days of the week.	1.5.W.1 Students will capitalize: <ul style="list-style-type: none"> ● the first letter of a sentence ● proper names ● months and days of the week 	
1.5.W.4 Students will use periods, question marks, and exclamation points.	1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.	
Standard 6: Research Students will engage in inquiry to acquire, refine, and communicate accurate information.	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading Students will gather , comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
1.6.R.1 Students will identify who can answer questions about their topic or what resources they will need to find the information.	1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information.	

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<p>1.6.R.2 Students will identify and use graphic and text features to understand texts:</p> <ul style="list-style-type: none"> ● photos ● illustrations ● titles ● labels ● headings ● charts ● graphs 	<p>1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.</p>	
<p>1.6.R.3 Students will identify the location and purpose of the table of contents and glossary.</p>	<p>1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.</p>	
<p>Writing Students will synthesize information ethically through speaking and writing.</p>	<p>Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	
<p>1.6.W.1 Students will generate questions about topics of interest for research.</p>	<p>1.6.W.1 Students will generate questions about topics of interest.</p>	
<p>1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with prompting.</p>	<p>1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.</p>	
<p>1.6.W.3 Students will share relevant information for various purposes.</p>	<p>1.6.W.3 Students will make informal presentations of information gathered.</p>	
<p>Standard 7: Multimodal Literacies Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</p>	<p>Standard 7: Multimodal Literacies Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.</p>	

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<p>2.2.PWS.1* Students will decode one- and two-syllable words by using their knowledge of the following phonics skills:</p> <p>a. single consonants, including those with two different sounds (e.g., soft and hard c [<i>cent, cat</i>] and g [<i>gem, goat</i>])</p> <p>b. consonant blends (e.g., bl, br, cr, spr, spl)</p> <p>c. consonant digraphs and trigraphs (e.g., sh, tch)</p> <p>d. vowel-consonant-silent e (e.g., <i>lake</i>)</p> <p>e. r-controlled vowels (i.e., ar, er, ir or, ur)</p> <p>f. vowel digraphs (e.g., ea, oa, ee)</p> <p>g. vowel diphthongs (i.e., vowel combinations having two vowel sounds [e.g., oi as in <i>boil</i>, oy as in <i>boy</i>])</p> <p>h. schwa (e.g., <i>banana</i>)</p> <p>i. silent letter combinations (<i>knew, could, ghost</i>)</p> <p>*sequential skills</p>	<p>2.2.PWS.1 Students will decode one- and two - syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> ● single consonants, including those with two different sounds (e.g., soft and hard c [<i>cent, cat</i>] and g [<i>gem,goat</i>]) ● consonant blends (e.g., bl, br, cr) ● consonant digraphs and trigraphs (e.g., sh-, -tch) ● vowel sounds: <ul style="list-style-type: none"> ○ long ○ short ○ “r” controlled vowels (e.g., ar, er, ir or, ur) ● vowel spelling patterns: <ul style="list-style-type: none"> ○ vowel digraphs (e.g., ea, oa, ee) ○ vowel-consonant-silent-e (e.g., lake) ○ vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in <i>boil</i>, oy as in <i>boy</i>) 	
<p>2.2.PWS.2* Students will decode words by applying knowledge of all major syllable types:</p> <p>a. closed</p> <p>b. open</p> <p>c. vowel digraphs</p> <p>d. vowel-consonant-silent e</p> <p>e. r-controlled</p> <p>f. consonant +le</p> <p>*sequential skills</p>	<p>2.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> ● all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) ● inflectional endings (e.g., -s, -ed, -ing) ● compound words ● contractions ● abbreviations ● common roots and related prefixes and suffixes 	<p>DO NOT TAKE THIS FORMATIVE UNTIL AFTER TAUGHT 2.2.PWS.3</p>

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<p>2.2.PWS.3* Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> a. compound words b. inflectional endings (e.g., -s, -ed, -ing) c. contractions d. abbreviations e. common roots and related prefixes and suffixes <p>*sequential skills</p>	<p>2.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> ● all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) ● inflectional endings (e.g., -s, -ed, -ing) ● compound words ● contractions ● abbreviations ● common roots and related prefixes and suffixes 	<p>DO NOT TEST OVER THIS FORMATIVE UNTIL AFTER TAUGHT 2.2.PWS.3</p>
<p>This objective was removed in 2021.</p>	<p>2.2.PWS.3 Students will read words in common word families (e.g., ight, ink, ine, ow).</p>	
<p>Spelling/Encoding Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</p>	<p>This strand did not exist in 2016.</p>	<p>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</p>
<p>2.2.SE.1* Students will use correct spelling when writing the following sounds in words:</p> <ul style="list-style-type: none"> a. digraphs b. trigraphs c. vowel digraphs d. r-controlled <p>*sequential skills</p>	<p>This objective did not exist in 2016.</p>	<p>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</p>

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<p>2.2.SE.2* Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words: a. closed b. open c. vowel-consonant-silent e d. r-controlled *sequential skills</p>	<p>This objective did not exist in 2016.</p>	<p>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</p>
<p>2.2.SE.3* Students will use structural analysis to correctly spell the following parts of words: a. common prefixes b. common suffixes c. common spelling rules related to adding prefixes and suffixes (e.g., dropping the final -e, doubling a consonant) *sequential skills</p>	<p>This objective did not exist in 2016.</p>	<p>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</p>
<p>Fluency Students will read grade-level text smoothly and accurately, with appropriate expression.</p>	<p>Fluency Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.</p>	
<p>2.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.</p>	<p>2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p>	

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2.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	
Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Reading Students will read and comprehend increasingly complex literary and informational texts.	
2.2.R.1 Students will identify the main idea and supporting details of a text.	2.2.R.1 Students will locate the main idea and supporting details of a text.	
2.2.R.2 Students will identify elements of various genres in fiction and nonfiction texts.	2.2.R.2 Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.	
2.2.R.3 Students will begin to summarize the plot of a story to include the beginning, middle, and end.	2.2.R.3 Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text .	DO NOT TAKE THIS FORMATIVE UNTIL AFTER TAUGHT 2.2.R.4
2.2.R.4 Students will begin to summarize facts and details from an informational text.		
Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	

Oklahoma Academic Standards for English Language Arts Grade 2 Crosswalk

2021	2016	Notes/Analysis
<p>Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</p>	<p>Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</p>	
<p>2.3.R.1 Students will determine the author’s purpose (i.e., tell a story, provide information).</p>	<p>2.3.R.1 Students will determine the author’s purpose (i.e., tell a story, provide information).</p>	
<p>2.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view with prompting.</p>	<p>2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p>	
<p>2.3.R.3 Students will find examples of literary elements:</p> <ul style="list-style-type: none"> ● setting (i.e., time and place) ● plot (i.e., beginning, middle, end) ● characters and their traits 	<p>2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> ● setting (i.e., time, place) ● plot ● characters ● characterization 	
<p>2.3.R.4 Students will find examples of literary devices:</p> <ul style="list-style-type: none"> ● simile ● alliteration ● onomatopoeia 	<p>2.3.R.4 Students will find examples of literary devices:</p> <ul style="list-style-type: none"> ● simile ● metaphor 	
<p>2.3.R.5 Students will use details from the literary or informational text to draw conclusions and make predictions.</p>	<p>2.3.R.7 Students will answer inferential questions (e.g., how and why) with guidance and support.</p>	

Oklahoma Academic Standards for English Language Arts Grade 2 Crosswalk

2021	2016	Notes/Analysis
2.3.R.6 Students will locate facts that are clearly stated in an informational text.	2.3.R.5 Students will locate facts that are clearly stated in a text.	
2.3.R.7 Students will describe the structure of an informational text with prompting: <ul style="list-style-type: none"> ● description ● sequential 	2.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.	
Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.	Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
2.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place).	2.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end) , and a basic setting (i.e., time, place) with guidance and support.	
2.3.W.2 Students will write facts about a topic and include a main idea with supporting details in a paragraph .	2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.	
2.3.W.3 Students will write an opinion about a topic and provide reasons as support in a paragraph .	2.3.W.3 Students will express an opinion about a topic and provide reasons as support.	

Oklahoma Academic Standards for English Language Arts Grade 2 Crosswalk

2021	2016	Notes/Analysis
<p>Standard 4: Vocabulary Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</p>	<p>Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.</p>	
<p>Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.</p>	<p>Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	
<p>2.4.R.1 Students will determine relationships among words, including synonyms, antonyms, and simple multiple-meaning words.</p>	<p>2.4.R.4 Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.</p>	
<p>2.4.R.2 Students will use context clues to determine the meaning of words.</p>	<p>2.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p>	
<p>2.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.</p>	<p>2.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p>	
<p>2.4.R.4 Students will use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.</p>	<p>2.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p>	
<p>2.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p>2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	

Oklahoma Academic Standards for English Language Arts Grade 2 Crosswalk

2021	2016	Notes/Analysis
<p>2.5.R.2 Students will recognize parts of speech in sentences:</p> <ul style="list-style-type: none"> ● common, proper, and irregular plural nouns ● tenses of verbs (i.e., past, present, future) ● the simple subject and simple predicate of a sentence ● descriptive adjectives and articles (i.e., a, an, the) as adjectives ● prepositions ● singular and plural personal pronouns and the nouns they replace ● the conjunctions <i>and, or, and but</i> ● -ly adverbs 	<p>2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.</p> <p>2.5.R.2 Students will recognize different types and tenses of verbs.</p> <p>2.5.R.3 Students will recognize adjectives.</p> <p>2.5.R.4 Students will recognize prepositions.</p> <p>2.5.R.5 Students will recognize the subject and predicate of a sentence.</p>	<p>DO NOT TAKE THIS FORMATIVE UNTIL AFTER TAUGHT 2.5.R.2</p> <p>DO NOT TAKE THIS FORMATIVE UNTIL AFTER TAUGHT 2.5.R.2</p> <p>DO NOT TAKE THIS FORMATIVE UNTIL AFTER TAUGHT 2.5.R.2</p> <p>DO NOT TAKE THIS FORMATIVE UNTIL AFTER TAUGHT 2.5.R.2</p> <p>DO NOT TAKE THIS FORMATIVE UNTIL AFTER TAUGHT 2.5.R.2</p>
<p>Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	<p>Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	
<p>2.5.W.1 Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences that begin with a capital letter and conclude with an end mark.</p>	<p>2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.</p>	
<p>2.5.W.2 Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.</p>	<p>This objective did not exist in 2016.</p>	<p>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</p>

Oklahoma Academic Standards for English Language Arts Grade 2 Crosswalk

2021	2016	Notes/Analysis
2.6.R.1 Students will create their own questions to find information on their topic.	2.6.R.1 Students will create their own questions to find information on their topic.	
2.6.R.2 Students will identify and use graphic and text features to understand texts: <ul style="list-style-type: none"> ● photos ● illustrations ● titles ● labels ● headings ● charts ● graphs ● captions ● subheadings 	2.6.R.2 Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.	
2.6.R.3 Students will consult various text reference sources to gather information (i.e., title page, table of contents, glossary, index).	2.6.R.3 Students will consult various visual and text reference sources to gather information.	
Writing Students will synthesize information ethically through speaking and writing .	Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
2.6.W.1 Students will generate a list of topics and questions about an area of interest for research .	2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.	
2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.	2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.	

Oklahoma Academic Standards for English Language Arts Grade 3 Crosswalk

2021	2016	Notes/Analysis
<p>Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</p>	<p>Reading Students will read and comprehend increasingly complex literary and informational texts.</p>	
<p>3.2.R.1 Students will determine the main idea and supporting details of a text.</p>	<p>3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.</p>	
<p>3.2.R.2 Students will identify elements of various genres in fiction, poetry, and nonfiction texts.</p>	<p>3.2.R.2 Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p>	
<p>3.2.R.3 Students will summarize and sequence the important events of a story.</p>	<p>3.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p>	<p>DO NOT GIVE THIS FORMATIVE UNTIL AFTER 3.2.R.4 HAS BEEN TAUGHT.</p>
<p>3.2.R.4 Students will summarize facts and details from an informational text.</p>		
<p>Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</p>	<p>Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	
<p>3.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.</p>	<p>3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.</p>	
<p>3.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).</p>	<p>3.2.W.2 Students will edit drafts and revise for clarity and organization.</p>	

Oklahoma Academic Standards for English Language Arts Grade 3 Crosswalk

2021	2016	Notes/Analysis
<p>3.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.</p>	<p>3.2.W.3 Students will correctly spell grade-appropriate words while editing.</p>	
	<p>3.2.W.4 Students will use resources to find correct spellings of words (e.g., wordwall, vocabulary notebook, print and electronic dictionaries).</p>	<p>DO NOT GIVE THIS FORMATIVE UNTIL AFTER 3.2.W.3 HAS BEEN TAUGHT.</p>
<p>3.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).</p>	<p>This objective did not exist in 2016.</p>	<p>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</p>
<p>Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.</p>	<p>Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.</p>	
<p>Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</p>	<p>Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</p>	
<p>3.3.R.1 Students will determine if the author’s purpose is to entertain, inform, or persuade.</p>	<p>3.3.R.1 Students determine the author’s stated and implied purpose (i.e., entertain, inform, persuade) .</p>	
<p>3.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.</p>	<p>3.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p>	

Oklahoma Academic Standards for English Language Arts Grade 3 Crosswalk

2021	2016	Notes/Analysis
<p>3.3.R.3 Students will find examples of literary elements:</p> <ul style="list-style-type: none"> ● setting ● plot ● characters ● characterization 	<p>3.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> ● setting (i.e., time, place) ● plot ● characters ● characterization ● theme 	
<p>3.3.R.4 Students will find examples of literary devices:</p> <ul style="list-style-type: none"> ● personification ● hyperbole ● simile ● alliteration ● onomatopoeia 	<p>3.3.R.4 Students will find examples of literary devices:</p> <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole 	
<p>3.3.R.5 Students will answer inferential questions, using a text to support answers.</p>	<p>3.3.R.5 3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.</p>	
<p>3.3.R.6 Students will distinguish fact from opinion in an informational text.</p>	<p>3.3.R.6 3.3.R.5 Students will distinguish fact from opinion in a text.</p>	
<p>3.3.R.7 Students will describe the structure of an informational text:</p> <ul style="list-style-type: none"> ● problem/solution ● description ● sequential 	<p>3.3.R.7 3.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p>	

Oklahoma Academic Standards for English Language Arts Grade 3 Crosswalk

2021	2016	Notes/Analysis
3.4.R.1 Students will identify relationships among words, including synonyms, antonyms, homophones , and homographs.	3.4.R.4 Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.	
3.4.R.2 Students will use context clues to clarify the meaning of words.	3.4.R.3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	
3.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.	3.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.	
3.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text .	3.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.	
3.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge , and apply vocabulary in various contexts .	3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	
Writing Students will apply knowledge of vocabulary to speak and write effectively .	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
3.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.	3.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.	

Oklahoma Academic Standards for English Language Arts Grade 3 Crosswalk

2021	2016	Notes/Analysis
3.4.W.2 Students will use precise vocabulary in writing for the intended mode and effect on the audience .	3.4.W.2 Students will select appropriate language according to purpose in writing.	
Standard 5: Language Students will expand and apply knowledge of grammar, usage, mechanics , and style to comprehend texts and communicate effectively .	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will expand and apply knowledge of grammar, usage, mechanics , and style to comprehend , analyze, and/or evaluate a variety of texts.	Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
3.5.R.1 Students will recognize simple and compound sentences.	This objective did not exist in 2016.	THIS OBJECTIVE WILL NOT BE TESTED IN 2021.

Oklahoma Academic Standards for English Language Arts Grade 3 Crosswalk

2021	2016	Notes/Analysis
<p>3.5.R.2 Students will recognize parts of speech in sentences:</p> <ul style="list-style-type: none"> ● concrete, abstract, and possessive nouns ● different types of verbs (i.e., action, linking, helping) and their roles in a sentence ● the complete subject and complete predicate of a sentence ● possessive adjectives ● prepositional phrases ● possessive pronouns and the nouns they replace ● coordinating conjunctions (i.e., <i>for, and, nor, but, or, yet, so</i>) ● adverbs of frequency (e.g., <i>always, often, never</i>) 	3.5.R.1 Students will recognize pronouns and possessive nouns.	DO NOT TAKE FORMATIVE UNTIL AFTER 3.5.R.2 HAS BEEN TAUGHT
	3.5.R.2 Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.	DO NOT TAKE FORMATIVE UNTIL AFTER 3.5.R.2 HAS BEEN TAUGHT
	3.5.R.3 Students will recognize adjectives, articles as adjectives, and adverbs.	DO NOT TAKE FORMATIVE UNTIL AFTER 3.5.R.2 HAS BEEN TAUGHT
	3.5.R.4 Students will recognize prepositions and conjunctions.	DO NOT TAKE FORMATIVE UNTIL AFTER 3.5.R.2 HAS BEEN TAUGHT
This objective begins in Grade 4 in 2021.	3.5.R.5 Students will recognize the subject and verb agreement.	
<p>Writing</p> <p>Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	<p>Writing</p> <p>Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	
3.5.W.1 Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments .	3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.	
3.5.W.2 Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing .	This objective did not exist in 2016.	THIS OBJECTIVE WILL NOT BE TESTED IN 2021.

Oklahoma Academic Standards for English Language Arts Grade 3 Crosswalk

2021	2016	Notes/Analysis
Standard 6: Research Students will engage in inquiry to acquire, refine, and communicate accurate information .	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading Students will gather , comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
3.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge .	3.6.R.1 Students will use their own questions to find information on their topic.	
3.6.R.2 Students will identify and use text features (e.g., graphics , captions, subheadings, italics, charts, tables , legends) to comprehend informational texts .	3.6.R.2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.	
3.6.R.3 Students will begin to determine the relevance of the information gathered.	3.6.R.4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.	
This objective was removed in 2021.	3.6.R.3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews.	

Oklahoma Academic Standards for English Language Arts Grade 4 Crosswalk

2021	2016	Notes/Analysis
4.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	4.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	
Reading Students will read and comprehend inclusive, diverse , and increasingly complex literary and informational texts.	Reading Students will read and comprehend increasingly complex literary and informational texts.	
4.2.R.1 Students will determine the key details that support the main idea of a text .	4.2.R.1 Students will distinguish how key details support the main idea of a passage.	
4.2.R.2 Students will compare fiction, poetry, and nonfiction to distinguish various genres.	4.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.	
4.2.R.3 Students will summarize and sequence the important events of a story.	4.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text .	
4.2.R.4 Students will summarize facts and details from an informational text.		
This objective was revised and moved to Grade 6 in 2021.	4.2.R.4 Students will begin to paraphrase main ideas with supporting details in a text.	
Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	


Oklahoma Academic Standards for English Language Arts Grade 4 Crosswalk

2021	2016	Notes/Analysis
4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details .	4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.	
4.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.	4.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	
4.3.R.3 Students will find textual evidence of literary elements: <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict 	4.3.R.3 Students will describe key literary elements: <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme 	
4.3.R.4 Students will find textual evidence of literary devices: <ul style="list-style-type: none"> ● metaphor ● idiom ● personification ● hyperbole ● simile ● alliteration ● onomatopoeia 	4.3.R.4 Students will find examples of literary devices: <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* *Students will find textual evidence when provided with examples.	
4.3.R.5 Students will answer inferential questions using evidence from one or more texts to support answers.	4.3.R.7 Students will ask and answer inferential questions using the text to support answers.	

Oklahoma Academic Standards for English Language Arts Grade 4 Crosswalk

2021	2016	Notes/Analysis
<p>4.3.R.6 Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.</p>	<p>4.3.R.5 Students will distinguish fact from opinion in a text and investigate facts for accuracy.</p>	
<p>4.3.R.7 Students will distinguish the structures of an informational text:</p> <ul style="list-style-type: none"> ● cause/effect ● problem/solution ● description ● sequential 	<p>4.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).</p>	
<p>Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	<p>Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>	
<p>4.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> ● include plots with a climax and resolution ● include developed characters who overcome conflicts and use dialogue ● use a consistent point of view ● unfold in chronological sequence ● use sentence variety, sensory details, and vivid language to create interest ● model literary elements and/or literary devices from mentor texts 	<p>4.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue.</p>	

Oklahoma Academic Standards for English Language Arts Grade 4 Crosswalk

2021	2016	Notes/Analysis
4.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies , homophones, and homographs.	4.4.R.4 Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms.	
4.4.R.2 Students will use context clues to clarify the meaning of words.	4.4.R.3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words	
4.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	4.4.R.2 Students will use word parts (e.g., affixes  eek and Latin roots, stems) to define and determine the meaning of new words.	
4.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.	4.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.	
4.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	4.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	
Writing Students will apply knowledge of vocabulary to speak and write effectively.	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
4.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.	4.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.	

Oklahoma Academic Standards for English Language Arts Grade 4 Crosswalk

2021	2016	Notes/Analysis
4.4.W.2 Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.	4.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	
Standard 5: Language Students will expand and apply knowledge of grammar, usage, mechanics , and style to comprehend texts and communicate effectively.	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will expand and apply knowledge of grammar, usage, mechanics , and style to comprehend , analyze, and/or evaluate a variety of texts.	Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
4.5.R.1 Students will recognize simple and compound sentences.	This objective did not exist in 2016.	THIS OBJECTIVE WILL NOT BE TESTED IN 2021.
4.5.R.2 Students will recognize parts of speech in sentences : <ul style="list-style-type: none"> ● irregular possessive nouns (e.g., children’s) ● irregular and past participle verbs and verb tense to identify settings, times, and sequences ● subject and verb agreement ● comparative and superlative adjectives ● prepositional phrases ● possessive pronouns and the nouns they replace (i.e., antecedents) ● coordinating conjunctions ● comparative and superlative adverbs ● interjections 	4.5.R.1 Students will recognize pronouns and irregular possessive nouns.	DO NOT GIVE FORMATIVE UNTIL AFTER 4.5.R.2 HAS BEEN TAUGHT.
	4.5.R.2 Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.	DO NOT GIVE FORMATIVE UNTIL AFTER 4.5.R.2 HAS BEEN TAUGHT.
	4.5.R.3 Students will recognize comparative and superlative adjectives and adverbs.	DO NOT GIVE FORMATIVE UNTIL AFTER 4.5.R.2 HAS BEEN TAUGHT.
	4.5.R.4 Students will recognize prepositional phrases and conjunctions.	DO NOT GIVE FORMATIVE UNTIL AFTER 4.5.R.2 HAS BEEN TAUGHT.
	4.5.R.5 Students will recognize the subject and verb agreement.	DO NOT GIVE FORMATIVE UNTIL AFTER 4.5.R.2 HAS BEEN TAUGHT.

Oklahoma Academic Standards for English Language Arts Grade 4 Crosswalk

2021	2016	Notes/Analysis
4.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).	4.6.R.1 Students will use their own viable research questions to find information about a specific topic.	
4.6.R.2 Students will identify and use text features (e.g., graphics , captions, headings/subheadings, bold/italicized words, charts, tables , legends) to comprehend informational texts.	4.6.R.2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.	
4.6.R.3 Students will determine the relevance of the information gathered.	4.6.R.3 Students will determine the relevance and reliability of the information gathered.	
Writing Students will synthesize information ethically through speaking and writing.	Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
4.6.W.1 Students will generate a viable research question about a topic.	4.6.W.1 Students will generate a viable research question about a specific topic.	
4.6.W.2 Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).	4.6.W.2 Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.	

Oklahoma Academic Standards for English Language Arts Grade 5 Crosswalk

2021	2016	Notes/Analysis
This banner statement was removed in 2021.	<i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i>	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	
Reading Students will read and comprehend inclusive, diverse , and increasingly complex literary and informational texts.	Reading Students will read and comprehend increasingly complex literary and informational texts.	
5.2.R.1 Students will explain how key supporting details support the main idea of a text .	5.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	
5.2.R.2 Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.	5.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.	
5.2.R.3 Students will summarize and sequence the important events of a story .	5.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	DO NOT TAKE THIS FORMATIVE UNTIL AFTER 5.2.R.3 AND 5.2.R.4 HAVE BEEN TAUGHT.
5.2.R.4 Students will summarize facts and details from an informational text .		
This objective was revised and moved to Grade 6 in 2021.	5.2.R.3 Students will begin to paraphrase main ideas with supporting details in a text.	DO NOT TAKE THIS FORMATIVE UNTIL AFTER 5.2.R.3 AND 5.2.R.4 HAVE BEEN TAUGHT.

Oklahoma Academic Standards for English Language Arts Grade 5 Crosswalk

2021	2016	Notes/Analysis
<p>5.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).</p>	<p>This objective did not exist in 2016.</p>	
<p>Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.</p>	<p>Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.</p>	
<p>Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</p>	<p>Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</p>	
<p>5.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author’s purpose was achieved.</p>	<p>5.3.R.1 Students will determine an author’s stated or implied purpose and draw conclusions to evaluate how well the author’s purpose was achieved.</p>	
<p>5.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.</p>	<p>5.3.R.2 Students will determine the point of view and describe how it affects grade-level literary and/or informational text.</p>	

Oklahoma Academic Standards for English Language Arts Grade 5 Crosswalk

2021	2016	Notes/Analysis
<p>5.3.R.3 Students will determine how literary elements contribute to the meaning of a literary text:</p> <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict ● theme 	<p>5.3.R.3 Students will describe and find textual evidence of key literary elements:</p> <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme 	
<p>5.3.R.4 Students will determine how literary devices contribute to the meaning of a text:</p> <ul style="list-style-type: none"> ● imagery ● metaphor ● idiom ● personification ● hyperbole ● simile ● alliteration ● onomatopoeia 	<p>5.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* <p>*Students will find textual evidence when provided with examples.</p>	
<p>5.3.R.5 Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.</p>	<p>5.3.R.7 Students will compare and contrast texts and ideas within and between texts.</p>	
<p>5.3.R.6 Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.</p>	<p>5.3.R.5 Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy.</p>	

Oklahoma Academic Standards for English Language Arts Grade 5 Crosswalk

2021	2016	Notes/Analysis
<p>5.3.R.7 Students will distinguish the structures of informational texts:</p> <ul style="list-style-type: none"> ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential 	<p>5.3.R.7 5.3.R.6 Students will distinguish the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.</p>	
<p>Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	<p>Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>	
<p>5.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> ● include plots with a climax and resolution ● include developed characters who overcome conflicts and use dialogue ● use a consistent point of view ● unfold in chronological sequence ● use sentence variety, sensory details, and vivid language to create interest ● model literary elements and/or literary devices from mentor texts 	<p>5.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.</p>	

Oklahoma Academic Standards for English Language Arts Grade 5 Crosswalk

2021	2016	Notes/Analysis
5.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones , and homographs.	5.4.R.1 Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.	
5.4.R.2 Students will use context clues to clarify the meaning of words.	5.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	
5.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	5.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define new words and determine the meaning of new words.	
5.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.	5.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	
5.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	5.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	
Writing Students will apply knowledge of vocabulary to speak and write effectively .	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
5.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.	5.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.	

Oklahoma Academic Standards for English Language Arts Grade 5 Crosswalk

2021	2016	Notes/Analysis
5.4.W.2 Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.	5.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	
Standard 5: Language Students will expand and apply knowledge of grammar, usage, mechanics , and style to comprehend texts and communicate effectively.	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will expand and apply knowledge of grammar, usage, mechanics , and style to comprehend , analyze, and/or evaluate a variety of texts.	Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
5.5.R.1 Students will recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences.	This objective did not exist in 2016.	THIS OBJECTIVE WILL NOT BE TESTED IN 2021.
5.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences: <ul style="list-style-type: none"> ● nouns ● verb tense to identify settings, times, sequences, and conditions ● subject and verb agreement ● adjectives ● prepositional phrases ● intensive pronouns and their antecedents ● coordinating conjunctions ● adverbs ● interjections 	5.5.R.1 Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.	
	5.5.R.2 Students will recognize verb tense to signify various times, sequences, states, and conditions in text.	
	5.5.R.3 Students will recognize the subject and verb agreement.	

Oklahoma Academic Standards for English Language Arts Grade 5 Crosswalk

2021	2016	Notes/Analysis
<p>Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>	<p>Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	
<p>5.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).</p>	<p>5.6.R.1 Students will use their own viable research questions to find information about a specific topic.</p>	
<p>5.6.R.2 Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts.</p>	<p>5.6.R.2 Students will record and organize information from various print and/or digital sources.</p> <p>This objective did not exist in 2016.</p>	<p>THIS OBJECTIVE WILL NOT BE TESTED IN 2021.</p>
<p>5.6.R.3 Students will determine the relevance and reliability of the information gathered.</p>	<p>5.6.R.3 Students will determine the relevance and reliability of the information gathered.</p>	
<p>Writing Students will synthesize information ethically through speaking and writing.</p>	<p>Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	
<p>5.6.W.1 Students will formulate a viable research question.</p>	<p>5.6.W.2 Students will formulate a viable research question from findings.</p>	