



# STATE MATCH SUPPLEMENT

Oklahoma  
Priority Academic  
Student Skills  
Language Arts, Mathematics,  
and Science  
Grades 7–12

and

**ACT**<sup>®</sup>  
EXPLORE, PLAN,  
and ACT

December 2005

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## Preface

This document is a supplement to the *State Match Oklahoma Priority Academic Student Skills Language Arts, Mathematics, and Science Grades 7–12 and ACT’s EXPLORE, PLAN, and ACT (December 2005)*. This supplement identifies specific ACT College Readiness Standards that correspond to each Oklahoma Priority Academic Student Skill in a side-by-side format. The left side of each page presents the Oklahoma Priority Academic Student Skills (highlighted if measured by ACT’s corresponding testing program). The right side of each page presents the specific ACT College Readiness Standard(s) that corresponds to each Oklahoma Oklahoma Priority Academic Student Skill.



**SUPPLEMENT  
TABLES 1A–1F:  
LANGUAGE ARTS**

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<p>The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
	<p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<b>Standard 1: Vocabulary</b>	
The student will expand vocabulary through word study, literature, and class discussion.	
<p>1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.</p>	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
2. Word Origins	
<p>a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.</p>	
<p>b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.</p>	
<p>3. Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>a. <b>Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression</b>, such as <i>the apple of his eye</i> or <i>beat around the bush</i>.</p>	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>b. <b>Analogies: comparisons of the similar aspects of two different things</b></p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>c. <b>Metaphors: implies comparisons</b>, such as, <i>The street light was my security guard</i>.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>



TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<p>d. <b>Similes: comparisons that use <i>like</i> or <i>as</i></b>, such as <i>A gentle summer breeze feels like a soft cotton sheet.</i></p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Identify clear relationships between people, ideas, and so on in uncomplicated passages            Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b>            Understand the implication of a familiar word or phrase and of simple descriptive language            Use context to understand basic figurative language            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages            Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Fluency</b>	
The student will identify words rapidly so that attention is directed to the meaning of the text.	
1. Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.	
2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" seventh grader reads 135 words per minute).	
3. Increase silent reading speed and comprehension through daily, independent reading.	
4. Read silently for increased periods of time.	
5. Use punctuation as a cue for pausing and characterization while reading.	

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
<p>The student will interact with the words and concepts in a text to construct an appropriate meaning.</p>	<p><b>Main Ideas and Author’s Approach:</b>            Recognize a clear intent of an author or narrator in uncomplicated literary narratives            Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives            Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages            Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b>            Locate basic facts (e.g., names, dates, events) clearly stated in a passage            Locate simple details at the sentence and paragraph level in uncomplicated passages            Recognize a clear function of a part of an uncomplicated passage            Locate important details in uncomplicated passages            Make simple inferences about how details are used in passages            Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages            Recognize clear cause-effect relationships described within a single sentence in a passage            Identify relationships between main characters in uncomplicated literary narratives            Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives            Order simple sequences of events in uncomplicated literary narratives            Identify clear relationships between people, ideas, and so on in uncomplicated passages            Identify clear cause-effect relationships in uncomplicated passages            Order sequences of events in uncomplicated passages            Understand relationships between people, ideas, and so on in uncomplicated passages            Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
1. <b>Literal Understanding</b>	
a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.	
<ul style="list-style-type: none"> <li>▪ Determine the purpose for reading such as to be informed, entertained, or persuaded.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Preview the material and use prior knowledge to make connections between text and personal experience.</li> </ul>	
b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).	
c. <b>Show understanding by asking questions and supporting answers with literal information from text.</b>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
Standard 3: Comprehension	
	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p>
2. Inference and Interpretation	
<p>a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>b. <b>Make inferences supported by a character's thoughts, words, and actions or the narrator's description.</b></p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
Standard 3: Comprehension	
	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
3. Summary and Generalization	
<p>a. Summarize the main idea and how it is supported with specific details.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>b. Recall major points in the text and make predictions.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
	<p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>c. Recognize the importance and relevance of details on the development of the plot.</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p>
<p>d. Support reasonable statements by reference to relevant aspects of text and examples.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>



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OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
Standard 3: Comprehension	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
4. Analysis and Evaluation	
<p>a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p>
<p>b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p>
<p>c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
	<p>Make simple inferences about how details are used in passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.</p>	
<p>e. Distinguish between stated fact, reasoned judgment, and opinion in text.</p>	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
5. Monitoring and Correction Strategies	
a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.	
b. <b>Make</b> , confirm, and revise <b>predictions when reading</b> .	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.	

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
<p>The student will read, construct meaning, and respond to a wide variety of literary forms.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.	
a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.	
b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.	
2. <b>Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.</b>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
	<p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
<p>a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>b. Identify and explain techniques of direct and indirect characterization in fiction.</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>c. Describe how the author's perspective, argument, or point of view affects the text.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
<p>d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Summarize basic events and ideas in more challenging passages</p>
<p>3. Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p>



TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Identify clear relationships between people, ideas, and so on in uncomplicated passages            Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b>            Understand the implication of a familiar word or phrase and of simple descriptive language            Use context to understand basic figurative language            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages            Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.</p>	
<p>b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.</p>	
<p>c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).</p>	
<p>4. Literary Works - The student will read and respond to historically and culturally significant works of literature.</p>	
<p>a. Analyze and evaluate works of literature and the historical context in which they were written.</p>	
<p>b. Analyze and evaluate literature from various cultures to broaden cultural awareness.</p>	
<p>c. Compare similar characters, settings, and themes from varied literary traditions.</p>	

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 5: Research and Information</b>	
The student will conduct research and organize information.	
1. Accessing Information - Select the best source for a given purpose.	
a. Use card catalogs and computer databases to locate sources for research topics.	
b. Access a variety of primary and secondary sources to locate information relevant to research questions.	
c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).	
d. Use organizational strategies as an aid to comprehend increasingly difficult content material.	
e. Note instances of persuasion, propaganda, and faulty reasoning in text.	
f. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.	
2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.	
a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).	
b. Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.	
c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.	
d. Determine the appropriateness of an information source for a research topic.	
e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.	

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<p>The student will express ideas effectively in written modes for a variety of purposes and audiences.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> </ul> <p><b>Organization, Unity, and Coherence:</b></p> <ul style="list-style-type: none"> <li>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</li> <li>Select the most logical place to add a sentence in a paragraph</li> <li>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</li> <li>Decide the most logical place to add a sentence in an essay</li> <li>Add a sentence that introduces a simple paragraph</li> <li>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</li> <li>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</li> <li>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</li> </ul> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <ul style="list-style-type: none"> <li>Revise sentences to correct awkward and confusing arrangements of sentence elements</li> <li>Revise vague nouns and pronouns that create obvious logic problems</li> <li>Delete obviously synonymous and wordy material in a sentence</li> <li>Revise expressions that deviate from the style of an essay</li> <li>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</li> <li>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</li> </ul>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<b>Standard 1: Writing Process</b>	
<p>The student will use the writing process to write coherently.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p>1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p>



TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
2. Use details, examples, reasons, and evidence to develop an idea.	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
4. Use precise word choices, including figurative language, that convey specific meaning and tone.	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	
6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
<p>The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> </ul> <p><b>Organization, Unity, and Coherence:</b></p> <ul style="list-style-type: none"> <li>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</li> <li>Select the most logical place to add a sentence in a paragraph</li> <li>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</li> <li>Decide the most logical place to add a sentence in an essay</li> <li>Add a sentence that introduces a simple paragraph</li> <li>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</li> <li>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</li> <li>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</li> </ul> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <ul style="list-style-type: none"> <li>Revise sentences to correct awkward and confusing arrangements of sentence elements</li> <li>Revise vague nouns and pronouns that create obvious logic problems</li> <li>Delete obviously synonymous and wordy material in a sentence</li> <li>Revise expressions that deviate from the style of an essay</li> <li>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</li> </ul>

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OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	<p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>

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OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	<p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
1. Write biographical or autobiographical narratives (stories) that:	
a. identify a real person, living or not, who has had a special influence on other people.	
b. provide a sequence of factual events and communicate the significance of the events to the person.	
c. isolate specific scenes and incidents in times and places significant to defining the person's influence.	
d. use anecdotes or describe with specific details the sights, sounds, and smells of a scene, and the specific actions, moments, gestures, and feelings of the person; use interior monologue (what a person says silently to self) to show the person's qualities and beliefs.	
e. presents action segment to accommodate changes in time and mood.	
2. Write research reports that:	
a. include relevant and focused questions about the topic.	
b. communicate clear and accurate perspectives on the subject.	
c. include evidence and supporting details compiled through the formal research process, including use of a card catalog, computer catalog, magazines, newspapers, dictionaries, and other reference books.	
d. document sources with reference notes and a bibliography.	

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3. Write persuasive compositions that:	
a. state a clear position or perspective in support of a proposition or proposal.	
b. describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal.	
c. identify and address reader concerns and counterarguments.	
4. Write reflective papers that accomplish one of these purposes:	
a. describe personal learning growth and changes in perspective.	
b. express the individual's insight into conditions or situations.	
c. compare a scene from a work of fiction with a lesson learned from experience.	
d. complete a self-evaluation on a class performance.	
5. Use appropriate essay test-taking and time-writing strategies that:	
a. address and analyze the question (prompt).	
b. use organizational methods required by the prompt.	
6. Write responses to literature that:	
a. develop interpretations that show careful reading, understanding, and insight.	
b. organize the interpretation around several clear ideas, premises, or images for the literary work.	
c. justify interpretation through sustained use of examples and evidence from the text.	
7. Write summaries of reading material that:	
a. include the main ideas and most significant details.	
b. use the student's own words, except quotations.	
c. reflect underlying meaning, not just the superficial details.	
8. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p>

TABLE 1A

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	<p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
9. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.	
10. Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.	



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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p>1. <b>Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.</b></p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
a. Recognize the principal parts of regular and irregular verbs.	
b. Use the principal parts of verbs to form verb tenses.	<p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>
c. Make subjects and verbs agree.	<p><b>Conventions of Usage:</b></p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>
d. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, and predicate adjectives.	
e. Use nominative, objective, and possessive pronouns correctly.	<p><b>Sentence Structure and Formation:</b></p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

TABLE 1A

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<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p><b>Conventions of Usage:</b> Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>
f. Make pronouns agree with their antecedents.	<p><b>Conventions of Usage:</b> Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>
g. Use correct pronoun reference.	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b> Revise vague nouns and pronouns that create obvious logic problems</p>
h. Correctly form and use the comparative and superlative forms of adjectives.	<p><b>Conventions of Usage:</b> Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>
i. Use prepositional phrases to elaborate written ideas.	<p><b>Sentence Structure and Formation:</b> Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
j. Identify appositives and appositive phrases.	
k. Correctly use conjunctions.	<p><b>Sentence Structure and Formation:</b> Use conjunctions or punctuation to join simple clauses Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
l. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).	<p><b>Conventions of Usage:</b> Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.	<p><b>Sentence Structure and Formation:</b> Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
a. Apply the capitalization rules appropriately in writing.	
b. Punctuate correctly in writing, including:	<p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
▪ end punctuation.	<p><b>Conventions of Punctuation:</b></p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p>
▪ commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases.	<p><b>Conventions of Punctuation:</b></p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Use commas to set off simple parenthetical phrases</p>
▪ quotation marks.	
▪ apostrophes in contractions and possessives.	<p><b>Conventions of Usage:</b></p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Use apostrophes to indicate simple possessive nouns</p>
▪ conventions of letter writing.	
c. Distinguish correct spelling of commonly misspelled words and homonyms.	
3. Sentence Structure - Demonstrate appropriate sentence structure in writing.	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p>

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>
<p>a. <b>Correct sentence run-ons and fragments.</b></p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
<p>b. <b>Correct dangling and misplaced modifiers.</b></p>	<p><b>Sentence Structure and Formation:</b></p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
<p>c. <b>Differentiate between dependent and independent clauses.</b></p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
<p>d. Write simple, compound, and complex sentences.</p>	

TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE College Readiness Standards
<b>Oral Language/Listening and Speaking</b>	
The student will demonstrate thinking skills in listening and speaking.	
<b>Standard 1: Listening</b>	
The student will listen for information and for pleasure.	
1. Identify the major ideas and supporting evidence in informative and persuasive messages.	
2. Listen in order to identify and discuss topic, purpose, and perspective.	
3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).	
4. Evaluate the spoken message in terms of content, credibility, and delivery.	
<b>Standard 2: Speaking</b>	
The student will express ideas and opinions in group or individual situations.	
1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	
2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	
3. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).	
4. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).	



TABLE 1A

OKLAHOMA Grade 7 Language Arts Standards	EXPLORE College Readiness Standards
<b>Visual Literacy</b>	
The student will interpret, evaluate, and compose visual messages.	
<b>Standard 1: Interpret Meaning</b>	
The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.	
1. Interpret a variety of messages conveyed by visual images.	
2. Identify film and television features that characterize different style of dress and genres (e.g., setting in a western or a drama).	
<b>Standard 2: Evaluate Media</b>	
The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).	
2. Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).	
3. Analyze the effect on the viewer of text, sound, images, and organization in electronic media and discuss the techniques used to create the effects.	
<b>Standard 3: Compose Visual Messages</b>	
The student will create a visual message that effectively communicates an idea.	
1. Select, organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.	
2. Use media forms to create a visual message that will compare and contrast ideas and points of view.	

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<p>The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p>

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
	<p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<b>Standard 1: Vocabulary</b>	
The student will expand vocabulary through word study, literature, and class discussion.	
<p>1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.</p>	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>2. Word Origins - Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion.</p>	
<p>3. Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<p>a. <b>Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression</b>, such as <i>Rush hour traffic moves at a snail's pace</i> or <i>as plain as day</i>.</p>	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>b. <b>Analogies: comparisons of the similar aspects of two different things.</b></p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>c. <b>Metaphors: implies comparisons</b>, such as, <i>The cup of hot tea was the best medicine for my cold</i>.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<p>d. <b>Similes: comparisons that use <i>like</i> or <i>as</i></b>, such as, <i>The ice was smooth as glass before the skaters entered the rink.</i></p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Identify clear relationships between people, ideas, and so on in uncomplicated passages            Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b>            Understand the implication of a familiar word or phrase and of simple descriptive language            Use context to understand basic figurative language            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages            Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Fluency</b>	
The student will identify words rapidly so that attention is directed to the meaning of the text.	
1. Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.	
2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" eighth grader reads 150 words per minute).	
3. Increase reading speed and comprehension through daily, independent reading.	
4. Read silently for increased periods of time.	
5. Use punctuation as a cue for pausing and characterization while reading.	

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
<p>The student will interact with the words and concepts in the text to construct an appropriate meaning.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</li> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> </ul> <p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</li> <li>Locate simple details at the sentence and paragraph level in uncomplicated passages</li> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Locate important details in uncomplicated passages</li> <li>Make simple inferences about how details are used in passages</li> <li>Locate and interpret minor or subtly stated details in uncomplicated passages</li> </ul> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <ul style="list-style-type: none"> <li>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</li> <li>Recognize clear cause-effect relationships described within a single sentence in a passage</li> <li>Identify relationships between main characters in uncomplicated literary narratives</li> <li>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</li> <li>Order simple sequences of events in uncomplicated literary narratives</li> <li>Identify clear relationships between people, ideas, and so on in uncomplicated passages</li> <li>Identify clear cause-effect relationships in uncomplicated passages</li> <li>Order sequences of events in uncomplicated passages</li> <li>Understand relationships between people, ideas, and so on in uncomplicated passages</li> <li>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</li> </ul>

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
1. <b>Literal Understanding</b>	
a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.	
<ul style="list-style-type: none"> <li>▪ Determine the purpose for reading such as to be informed, entertained, persuaded, understand.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Preview the text and use prior knowledge and experience to make connections to text.</li> </ul>	
b. <b>Show understanding by asking questions and supporting answers with literal information from text.</b>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>



TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p>
2. <b>Inferences and Interpretation</b>	
<p>a. <b>Make inferences and draw conclusions supported by text evidence</b> and student experiences.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>b. Connect, compare, and contrast ideas, themes, and issues across texts.</p>	
<p>3. <b>Summary and Generalization</b></p>	
<p>a. <b>Determine the main (or major) idea and how those ideas are supported with specific details.</b></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>b. <b>Paraphrase and summarize text to recall, inform, or organize ideas.</b></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Summarize basic events and ideas in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
4. <b>Analysis and Evaluation</b>	
<p>a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.</p>	<p><b>Generalizations and Conclusions:</b>            Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages            Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages            Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>b. Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).</p>	<p><b>Main Ideas and Author's Approach:</b>            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
<p>c. Compare/contrast to determine similarities and differences in treatment, scope, or organization.</p>	
<p>d. Problem/solution - offer observations, make connections, react, speculate, interpret, and raise questions in response to text.</p>	
<p>e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.</p>	<p><b>Main Ideas and Author's Approach:</b>            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p><b>Supporting Details:</b>            Recognize a clear function of a part of an uncomplicated passage            Make simple inferences about how details are used in passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages            Recognize clear cause-effect relationships described within a single sentence in a passage            Identify relationships between main characters in uncomplicated literary narratives            Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives            Order simple sequences of events in uncomplicated literary narratives            Identify clear relationships between people, ideas, and so on in uncomplicated passages            Identify clear cause-effect relationships in uncomplicated passages            Order sequences of events in uncomplicated passages            Understand relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
	<p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>f. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>
5. Monitoring and Correction Strategies	
<p>a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.</p>	
<p>b. Make, confirm, and revise predictions when reading.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p>

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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Comprehension</b>	
	<p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.</p>	

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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
<p>The student will read, construct meaning, and respond to a wide variety of literary forms.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
1. Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature.	
a. Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.	
b. Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.	
2. <b>Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.</b>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p>

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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
	<p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>



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<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
<p>a. Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

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<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>b. Identify and explain various points of view and how they affect a story's interpretation.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
<p>3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
<p>a. Identify and explain the use of figurative language, in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.</p>	<p><b>Supporting Details:</b>            Recognize a clear function of a part of an uncomplicated passage            Make simple inferences about how details are used in passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Identify clear relationships between people, ideas, and so on in uncomplicated passages            Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b>            Understand the implication of a familiar word or phrase and of simple descriptive language            Use context to understand basic figurative language            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages            Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.</p>	
<p>c. Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.</p>	<p><b>Main Ideas and Author's Approach:</b>            Recognize a clear intent of an author or narrator in uncomplicated literary narratives            Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives            Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages            Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b>            Locate basic facts (e.g., names, dates, events) clearly stated in a passage            Locate simple details at the sentence and paragraph level in uncomplicated passages            Recognize a clear function of a part of an uncomplicated passage            Locate important details in uncomplicated passages            Make simple inferences about how details are used in passages</p>

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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
Standard 4: Literature	
	<p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
4. Literary Works - The student will read and respond to historically and culturally significant works of literature.	
a. Analyze and evaluate works of literature and the historical context in which they were written.	

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Literature</b>	
b. Analyze and determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness.	
c. Compare similar characters, settings, and themes from varied literary traditions that cross cultures.	

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 5: Research and Information</b>	
The student will conduct research and organize information.	
1. Accessing Information - Select the best source for a given purpose, locate information relevant to research questioning.	
a. Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.	
b. Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.	
c. Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material.	
d. Note instances of persuasion, propaganda, and faulty reasoning in text.	
2. Interpreting Information - Analyze and evaluate information from a variety of sources.	
a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards).	
b. Analyze and paraphrase or summarize information from a variety of sources into a research paper.	
c. Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix).	
d. Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer.	
e. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.	

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<p>The student will express ideas effectively in written modes for a variety of purposes and audiences.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> </ul> <p><b>Organization, Unity, and Coherence:</b></p> <ul style="list-style-type: none"> <li>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</li> <li>Select the most logical place to add a sentence in a paragraph</li> <li>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</li> <li>Decide the most logical place to add a sentence in an essay</li> <li>Add a sentence that introduces a simple paragraph</li> <li>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</li> <li>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</li> <li>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</li> </ul> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <ul style="list-style-type: none"> <li>Revise sentences to correct awkward and confusing arrangements of sentence elements</li> <li>Revise vague nouns and pronouns that create obvious logic problems</li> <li>Delete obviously synonymous and wordy material in a sentence</li> <li>Revise expressions that deviate from the style of an essay</li> <li>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</li> <li>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</li> </ul>

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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p>



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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<b>Standard 1: Writing Process</b>	
<p>The student will use the writing process to write coherently.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p>

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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>

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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p>1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p>

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p>

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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>

TABLE 1B

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<b>Writing/Grammar/Usage and Mechanics</b>	
2. Use details, examples, reasons, and evidence to develop an idea.	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
4. Use precise word choices, including figurative language, that convey specific meaning and tone.	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	
6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p>

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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
<p>The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p>



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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	<p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	<p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
1. Write biographical or autobiographical narratives or short stories that:	
a. tell about an incident, event, or situation by using well-chosen details.	
b. reveal the significance of, or the writer’s attitude about the subject.	
c. include narrative and descriptive strategies, such as, relevant dialogue, specific action, physical description, background description, and comparison or contrast characters.	
2. Write research reports that:	
a. define a thesis (a statement of position on the topic).	
b. include important ideas, concepts, and direct quotations from significant information sources, including print reference material and the Internet, and paraphrase and summarize all perspectives on the topic, as appropriate.	
c. identify a variety of primary and secondary sources and distinguish the nature and value of each.	
d. organize and display information on charts, tables, maps, and graphs.	
e. document sources with reference notes and a bibliography.	
3. Write persuasive compositions that:	
a. include a well-defined thesis that makes a clear and knowledgeable appeal.	

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<b>Standard 2: Modes and Forms of Writing</b>	
b. present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.	
c. provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.	
4. Write technical documents that:	
a. identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws or rules of an organization’s constitution or guidelines.	
b. include all the factors and variables that need to be considered.	
c. include formatting techniques, such as, heading and changing the fonts (typeface) to aid comprehension.	
5. Write reflective papers that may address one of the following purposes:	
a. express the individual’s insight into conditions or situations.	
b. compare a scene from a work of fiction with a lesson learned from experience.	
c. complete a self-evaluation on a class performance.	
6. Use appropriate essay test-taking and time-writing strategies that:	
a. address and analyze the question (prompt).	
b. use organizational methods required by the prompt.	
7. Write responses to literature that:	
a. demonstrate careful reading and insight into interpretations.	
b. connect responses to the writer’s techniques and to specific textual references.	
c. make supported inferences about the effects of a literary work on its audience.	
d. support judgments through references to the text, other works, other authors, or to personal knowledge.	

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<b>Standard 2: Modes and Forms of Writing</b>	
<p>8. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Delete a clause or sentence because it is obviously irrelevant to the essay            Identify the central idea or main topic of a straightforward piece of writing            Determine relevancy when presented with a variety of sentence-level details            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Delete material primarily because it disturbs the flow and development of the paragraph            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>            Revise expressions that deviate from the style of an essay            Use the word or phrase most consistent with the style and tone of a fairly straightforward essay            Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>9. Write friendly letters and business letters and continue to produce other writing forms introduced in earlier grades.</p>	
<p>10. Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.</p>	

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
Standard 3: Grammar/Usage and Mechanics	
	<p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p>1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p>

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<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
a. Use the principal parts of verbs and progressive verb forms.	<p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>
b. Make subjects and verbs agree.	<p><b>Conventions of Usage:</b></p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>
c. Use nominative, objective, and possessive pronouns correctly.	<p><b>Sentence Structure and Formation:</b></p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p><b>Conventions of Usage:</b></p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>

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OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
d. Make pronouns agree with their antecedents.	<p><b>Conventions of Usage:</b></p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>
e. Use correct pronoun reference.	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p>
f. Correctly form and use the comparative and superlative forms of adjectives.	<p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>
g. Identify and use appositives and appositive phrases.	
h. Use infinitives, gerunds, and participles to vary sentence structure in writing.	<p><b>Sentence Structure and Formation:</b></p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
i. Correctly use conjunctions for coordination and subordination.	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
j. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).	<p><b>Conventions of Usage:</b></p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>
2. Mechanics and Spelling – Demonstrate appropriate language mechanics in writing.	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>



TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
a. Apply the capitalization rules appropriately in writing.	

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>b. Punctuate correctly in writing, including:</p>	<p><b>Conventions of Punctuation:</b>  Delete commas that create basic sense problems (e.g., between verb and direct object)  Provide appropriate punctuation in straightforward situations (e.g., items in a series)  Delete commas that disturb the sentence flow (e.g., between modifier and modified element)  Use commas to set off simple parenthetical phrases  Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)  Use punctuation to set off complex parenthetical phrases  Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)  Use apostrophes to indicate simple possessive nouns  Recognize inappropriate uses of colons and semicolons</p>
<p>i. Commas</p>	<p><b>Conventions of Punctuation:</b>  Delete commas that create basic sense problems (e.g., between verb and direct object)  Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p>
<p>ii. Quotation marks</p>	
<p>iii. Apostrophes</p>	<p><b>Conventions of Punctuation:</b>  Delete commas that disturb the sentence flow (e.g., between modifier and modified element)  Use apostrophes to indicate simple possessive nouns</p>
<p>iv. Colons</p>	<p><b>Conventions of Punctuation:</b>  Recognize inappropriate uses of colons and semicolons</p>
<p>v. Conventions of letter writing</p>	
<p>c. Distinguish correct spelling of commonly misspelled words and homonyms.</p>	
<p>3. Sentence Structure - Demonstrate appropriate sentence structure in writing.</p>	<p><b>Sentence Structure and Formation:</b>  Use conjunctions or punctuation to join simple clauses  Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences  Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences  Decide the appropriate verb tense and voice by considering the meaning of the entire sentence  Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>
<p>a. <b>Correct sentence run-ons and fragments.</b></p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
<p>b. <b>Correct dangling and misplaced modifiers.</b></p>	<p><b>Sentence Structure and Formation:</b></p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
<p>c. <b>Differentiate between dependent and independent clauses.</b></p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
<p>d. Write simple, compound, complex, and compound-complex sentences.</p>	

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE College Readiness Standards
<b>Oral Language/Listening and Speaking</b>	
The student will demonstrate thinking skills in listening and speaking.	
<b>Standard 1: Listening</b>	
The student will listen for information and for pleasure.	
1. Identify the major ideas and supporting evidence in informative and persuasive messages.	
2. Listen in order to identify and discuss topic, purpose, and perspective.	
3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).	
4. Evaluate the spoken message in terms of content, credibility, and delivery.	
<b>Standard 2: Speaking</b>	
The student will express ideas and opinions in group or individual situations.	
1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	
2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	
3. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).	
4. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).	

TABLE 1B

OKLAHOMA Grade 8 Language Arts Standards	EXPLORE College Readiness Standards
<b>Visual Literacy</b>	
The student will interpret, evaluate, and compose visual messages.	
<b>Standard 1: Interpret Meaning</b>	
The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.	
1. Interpret how language choice is used to enhance visual media (e.g., language or particular television or film genre, the use of emotional or logical arguments in commercials).	
2. Identify and explain reasons for varied interpretations of visual media (e.g., different purposes or circumstances while viewing, influence of personal knowledge and experiences, focusing on different stylistic features).	
<b>Standard 2: Evaluate Media</b>	
The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Use a variety of criteria to evaluate and form viewpoints of visual media (e.g., evaluates the effectiveness of informational media, such as Web sites, documentaries, news programs, and recognizes a range of viewpoints and arguments).	
2. Establish criteria for selecting or avoiding specific programs.	
3. Assess how language medium and presentation contribute to the message.	
<b>Standard 3: Compose Visual Messages</b>	
The student will create a visual message that effectively communicates an idea.	
1. Produce visual images, messages, and meanings that communicate with others.	
2. Use media forms to create a visual message that will compare and contrast ideas and points of view.	

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<p>The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
	<p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<b>Standard 1: Vocabulary</b>	
The student will expand vocabulary through word study, literature, and class discussion.	
1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.	
2. Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
3. Expand vocabulary through wide reading, listening, and discussing.	
4. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<p>5. Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Identify clear relationships between people, ideas, and so on in uncomplicated passages            Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b>            Understand the implication of a familiar word or phrase and of simple descriptive language            Use context to understand basic figurative language            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages            Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>



TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
<p>The student will interact with the words to construct an appropriate meaning.</p>	<p><b>Main Ideas and Author’s Approach:</b>            Recognize a clear intent of an author or narrator in uncomplicated literary narratives            Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives            Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages            Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b>            Locate basic facts (e.g., names, dates, events) clearly stated in a passage            Locate simple details at the sentence and paragraph level in uncomplicated passages            Recognize a clear function of a part of an uncomplicated passage            Locate important details in uncomplicated passages            Make simple inferences about how details are used in passages            Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages            Recognize clear cause-effect relationships described within a single sentence in a passage            Identify relationships between main characters in uncomplicated literary narratives            Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives            Order simple sequences of events in uncomplicated literary narratives            Identify clear relationships between people, ideas, and so on in uncomplicated passages            Identify clear cause-effect relationships in uncomplicated passages            Order sequences of events in uncomplicated passages            Understand relationships between people, ideas, and so on in uncomplicated passages            Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
1. <b>Literal Understanding</b>	
a. Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.	
b. Draw upon own background to provide connections to text.	
c. Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.	
d. Recognize text structures such as compare and contrast, cause and effect, and chronological ordering.	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
e. Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.	
2. <b>Inferences and Interpretation</b>	
a. Analyze characteristics of text, including its structure, word choice, and intended audience.	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>

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OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>c. Recognize influences on a reader’s response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, or nationality).</p>	
<p>3. <b>Summary and Generalization</b></p>	
<p>a. Identify the main idea and supporting details by producing summaries of text.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>
<p>b. Use text features and elements to support inferences and generalizations about information.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p>

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OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
<p>c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p>	<p><b>Main Ideas and Author's Approach:</b>            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages            Summarize basic events and ideas in more challenging passages            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages            Summarize events and ideas in virtually any passage            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages            Recognize clear cause-effect relationships described within a single sentence in a passage            Identify clear relationships between people, ideas, and so on in uncomplicated passages            Identify clear cause-effect relationships in uncomplicated passages            Order sequences of events in uncomplicated passages            Understand relationships between people, ideas, and so on in uncomplicated passages            Understand implied or subtly stated cause-effect relationships in uncomplicated passages            Identify clear cause-effect relationships in more challenging passages            Order sequences of events in more challenging passages            Understand the dynamics between people, ideas, and so on in more challenging passages            Understand implied or subtly stated cause-effect relationships in more challenging passages</p>
4. Analysis and Evaluation	
<p>a. Discriminate between fact and opinion and fiction and nonfiction.</p>	<p><b>Generalizations and Conclusions:</b>            Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages            Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages            Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

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OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
<p>b. Recognize deceptive and/or faulty arguments in persuasive texts.</p>	<p><b>Generalizations and Conclusions:</b> Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>
<p>c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p>	<p><b>Main Ideas and Author’s Approach:</b> Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p><b>Supporting Details:</b> Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages</p>
<p>d. Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.</p>	<p><b>Main Ideas and Author’s Approach:</b> Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p><b>Supporting Details:</b> Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages</p>



TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
<p>The student will read, construct meaning, and respond to a wide variety of literary forms.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.	
a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.	
b. Analyze the characteristics of subgenres including tragedy, sonnet, epic, lyric, and narrative poetry.	
2. <b>Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.</b>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

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OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
a. Recognize the theme (general observation about life or human nature) within a text.	<b>Main Ideas and Author's Approach:</b> Summarize basic events and ideas in more challenging passages
b. Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.	<b>Main Ideas and Author's Approach:</b> Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
c. Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.	<b>Supporting Details:</b> Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages <b>Sequential, Comparative, and Cause-Effect Relationships:</b> Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages <b>Meanings of Words:</b> Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
d. Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.	<b>Supporting Details:</b> Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages <b>Sequential, Comparative, and Cause-Effect Relationships:</b> Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages
e. Analyze characters and identify author's point of view.	<b>Main Ideas and Author's Approach:</b> Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives

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OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>f. Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.</p>	
<p>3. <b>Figurative Language</b> and Sound Devices - <b>Identify figurative language</b> and sound devices <b>and analyze how they affect the development of a literary work.</b></p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
<p>a. Identify and explain figurative language including metaphor, personification, and simile.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b>            Identify clear relationships between people, ideas, and so on in uncomplicated passages            Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p><b>Meanings of Words:</b>            Understand the implication of a familiar word or phrase and of simple descriptive language            Use context to understand basic figurative language            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages            Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<p>b. Identify and explain sound devices including alliteration, onomatopoeia, and rhyme.</p>	
<p>c. Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes.</p>	
<p>d. Recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning.</p>	
<p>4. Literary Works - The student will read and respond to historically and culturally significant works of literature.</p>	
<p>a. Analyze and evaluate works of literature and the historical context in which they were written.</p>	
<p>b. Analyze and evaluate literature from various cultures to broaden cultural awareness.</p>	
<p>5. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.</p>	

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OKLAHOMA Grade 9 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Research and Information</b>	
The student will conduct research and organize information.	
1. Accessing Information - Select the best source for a given purpose.	
a. Access information from a variety of primary and secondary sources.	
b. Skim text for an overall impression and scan text for particular information.	
c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	
2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.	
a. Summarize, paraphrase, and/or quote relevant information.	
b. Determine the author's viewpoint to evaluate source credibility and reliability.	
c. Organize and convert information into different forms such as charts, graphs and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely.	
d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.	
e. Draw conclusions from information gathered.	



TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<p>The student will express ideas effectively in written modes for a variety of purposes and audiences.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<b>Standard 1: Writing Process</b>	
<p>The student will use the writing process to write coherently.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

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	<p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.</p>	
<p>b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.</p>	
<p>c. <b>organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</b></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p>

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	<p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>d. proofread writing for appropriateness of organization, content and style.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p>

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<p>e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

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	<p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
f. refine selected pieces frequently to publish for general and specific audiences.	
2. <b>Use extension and elaboration to develop an idea.</b>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
3. <b>Demonstrate organization, unity, and coherence by using transitions and sequencing.</b>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
4. <b>Use precise word choices, including figurative language, that convey specific meaning and tone.</b>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

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5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).	<b>Topic Development in Terms of Purpose and Focus:</b> Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal

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<b>Standard 2: Modes and Forms of Writing</b>	
<p>The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p>

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<b>Standard 2: Modes and Forms of Writing</b>	
	<p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>



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	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
1. Write biographical or autobiographical narratives or short stories that:	
a. identify a real person, living or not, who has had a special influence on other people.	
b. provide a sequence of factual events and communicate the significance of the events to the person.	
c. isolates specific scenes and incidents in time and places significant to defining the person's influence.	

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
<ul style="list-style-type: none"> <li>d. uses anecdotes or describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the person; use interior monologue (what characters say silently to self) to show the person's qualities and beliefs.</li> </ul>	
<ul style="list-style-type: none"> <li>e. Present action segments to accommodate changes in time and mood.</li> </ul>	
<p>2. Write expository compositions, including analytical essays and research reports that:</p>	
<ul style="list-style-type: none"> <li>a. include evidence in support of a thesis (position on the topic) including information on all relevant perspectives.</li> </ul>	
<ul style="list-style-type: none"> <li>b. communicates information and ideas from primary and secondary sources accurately and coherently.</li> </ul>	
<ul style="list-style-type: none"> <li>c. shows distinctions between the relative value and significance of specific dates, facts, and ideas.</li> </ul>	
<ul style="list-style-type: none"> <li>d. includes a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.</li> </ul>	
<ul style="list-style-type: none"> <li>e. includes visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.</li> </ul>	
<ul style="list-style-type: none"> <li>f. identifies and address reader's potential misunderstanding, biases, and expectations.</li> </ul>	
<ul style="list-style-type: none"> <li>g. uses technical terms and notations accurately.</li> </ul>	
<p>3. Write persuasive compositions that:</p>	
<ul style="list-style-type: none"> <li>a. organize ideas and appeal in a sustained and effective fashion with the strongest emotion first and the least powerful last.</li> </ul>	
<ul style="list-style-type: none"> <li>b. use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating to a personal anecdote, case study, or analogy.</li> </ul>	
<ul style="list-style-type: none"> <li>c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> </ul>	
<ul style="list-style-type: none"> <li>d. address reader's concerns, counterclaims, biases, and expectations.</li> </ul>	
<p>4. Write documents related to career development, including simple business letters and job applications that:</p>	
<ul style="list-style-type: none"> <li>a. present information purposefully and in brief to meet the need of the intended audience.</li> </ul>	
<ul style="list-style-type: none"> <li>b. follow a conventional business letter or memorandum format.</li> </ul>	

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
5. Write reflective papers that may address one of the following purposes:	
a. express the individual's insight into conditions or situations.	
b. compare a scene from a work of fiction with a lesson learned from experience.	
c. complete a self-evaluation on a class performance.	
6. Use appropriate essay test-taking and time-writing strategies that:	
a. address and analyze the question (prompt).	
b. use organizational methods required by the prompt.	
7. Write responses to literature that:	
a. demonstrate a comprehensive grasp of the significant ideas of literary works.	
b. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.	
c. demonstrate awareness of author's style and an appreciation of the effects created.	
d. identify and assess the impact of ambiguities, nuances, and complexities within the text.	
8. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	Use the word or phrase most consistent with the style and tone of a fairly straightforward essay Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
9. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.	
10. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.	

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>1. <b>Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.</b></p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).	<b>Conventions of Usage:</b> Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , and <i>led</i> and <i>lead</i>
b. Use correct verb forms and tenses.	<b>Sentence Structure and Formation:</b> Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence <b>Conventions of Usage:</b> Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , and <i>led</i> and <i>lead</i>
c. Use correct subject-verb agreement.	<b>Conventions of Usage:</b> Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Ensure that a verb agrees with its subject when there is some text between the two
d. Use active and passive voice.	<b>Sentence Structure and Formation:</b> Decide the appropriate verb tense and voice by considering the meaning of the entire sentence
e. Correct pronoun/antecedent agreement and clear pronoun reference.	<b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b> Revise vague nouns and pronouns that create obvious logic problems <b>Conventions of Usage:</b> Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts
f. Use correct forms of comparative and superlative adjectives.	<b>Conventions of Usage:</b> Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.	<b>Sentence Structure and Formation:</b> Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences



TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
a. Demonstrate correct use of capitals.	
b. Use correct formation of plurals.	
c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
d. Distinguish correct spelling of commonly misspelled words and homonyms.	

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>3. Sentence Structure – Demonstrate appropriate sentence structure in writing.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>
<p>a. Use parallel structure.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>
<p>b. Correct dangling and misplaced modifiers.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>c. <b>Correct run-on sentences.</b></p>	<p><b>Sentence Structure and Formation:</b>            Use conjunctions or punctuation to join simple clauses            Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences            Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
<p>d. <b>Correct fragments.</b></p>	<p><b>Sentence Structure and Formation:</b>            Use conjunctions or punctuation to join simple clauses            Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences            Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN College Readiness Standards
<b>Oral Language/Listening and Speaking</b>	
The student will demonstrate thinking skills in listening and speaking.	
<b>Standard 1: Listening</b>	
The student will listen for information and for pleasure.	
1. Focus attention on the speaker's message.	
2. Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.	
3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	
4. Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.	
5. Use feedback to evaluate own effectiveness and set goals for future presentations.	
<b>Standard 2: Speaking</b>	
The student will express ideas and opinions in group or individual situations.	
1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	
2. Prepare, organize, and present a variety of informative messages effectively.	
3. Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	

TABLE 1C

OKLAHOMA Grade 9 Language Arts Standards	PLAN College Readiness Standards
<b>Visual Literacy</b>	
The student will interpret, evaluate, and compose visual messages.	
<b>Standard 1: Interpret Meaning</b>	
The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.	
1. Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes).	
2. Indicate how symbols, images, sounds, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).	
<b>Standard 2: Evaluate Media</b>	
The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Select people with special interests and expectations who are the target audience for particular messages or products in visual media.	
2. Define and design language and content that reflect the target audience for particular messages and products (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).	
<b>Standard 3: Compose Visual Messages</b>	
The student will create a visual message that effectively communicates an idea.	
1. Create media products to include a billboard, cereal box, short editorials, and a three-minute documentary or print ad to engage specific audiences.	
2. Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<p>The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>



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<b>Reading/Literature</b>	
	<p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<b>Standard 1: Vocabulary</b>	
The student will expand vocabulary through word study, literature, and class discussion.	
1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.	
2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.	
3. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	
4. <b>Discriminate between connotative and denotative meanings and interpret the connotative power of words.</b>	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
5. <b>Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.</b>	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>

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<b>Reading/Literature</b>	
	Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts

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OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
<p>The student will interact with the words and concepts on the page to understand what the writer has said.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <ul style="list-style-type: none"> <li>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</li> <li>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</li> <li>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</li> <li>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</li> <li>Summarize basic events and ideas in more challenging passages</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</li> <li>Infer the main idea or purpose of more challenging passages or their paragraphs</li> <li>Summarize events and ideas in virtually any passage</li> <li>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</li> </ul> <p><b>Supporting Details:</b></p> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</li> <li>Locate simple details at the sentence and paragraph level in uncomplicated passages</li> <li>Recognize a clear function of a part of an uncomplicated passage</li> <li>Locate important details in uncomplicated passages</li> <li>Make simple inferences about how details are used in passages</li> <li>Locate important details in more challenging passages</li> <li>Locate and interpret minor or subtly stated details in uncomplicated passages</li> <li>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</li> <li>Locate and interpret minor or subtly stated details in more challenging passages</li> <li>Use details from different sections of some complex informational passages to support a specific point or argument</li> </ul>

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	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>

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<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
1. <b>Literal Understanding</b>	
<p>a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p>
<p>b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p>
<p>c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).</p>	
<p>d. Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).</p>	

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2. <b>Inferences and Interpretation</b>	
<p>a. <b>Use elements of the text to defend responses and interpretations.</b></p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p>

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<p>b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>Supporting Details:</b></p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p>



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<p>c. Investigate influences on a reader’s response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, nationality).</p>	
<p>3. <b>Summary and Generalization</b></p>	
<p>a. <b>Determine the main idea, locate and interpret minor or subtly stated details in complex passages.</b></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

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<p>b. Use text features and elements to support inferences and generalizations about information.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

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	<p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

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	<p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p>
4. <b>Analysis and Evaluation</b>	
<p>a. <b>Discriminate between fact and opinion and fiction and nonfiction.</b></p>	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>b. <b>Evaluate</b> deceptive and/or <b>faulty arguments in persuasive texts.</b></p>	<p><b>Generalizations and Conclusions:</b></p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>c. <b>Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</b></p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p>
<p>d. <b>Analyze techniques</b> (e.g., language, organization, tone, context) <b>used to convey opinions or impressions.</b></p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p>

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
<p>The student will read, construct meaning, and respond to a wide variety of literary forms.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p>



TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.	
a. Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.	
b. Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.	
2. <b>Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.</b>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p>

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p>

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood, point of view and how they are addressed and resolved.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p>

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p>

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
<p>b. Explain how an author's viewpoint, or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p>
<p>c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>



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OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p>
<p>3. <b>Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.</b></p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

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OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p>a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p>b. Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.</p>	
<p>c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.</p>	
<p>4. Literary Works - The student will read and respond to historically and culturally significant works of literature.</p>	
<p>a. Analyze and evaluate works of literature and the historical context in which they were written.</p>	
<p>b. Analyze and evaluate literature from various cultures to broaden cultural awareness.</p>	
<p>c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.</p>	

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OKLAHOMA Grade 10 Language Arts Standards	PLAN Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Research and Information</b>	
The student will conduct research and organize information.	
1. Accessing Information - Select the best source for a given purpose.	
a. Access information from a variety of primary and secondary sources.	
b. Skim text for an overall impression and scan text for particular information.	
c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	
2. Interpreting Information - Analyze and evaluate information from a variety of sources.	
a. Summarize, paraphrase, and/or quote relevant information.	
b. Determine the author's viewpoint to evaluate source credibility and reliability.	
c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.	
d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.	

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<p>The student will express ideas effectively in written modes for a variety of purposes and audiences.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Identify the basic purpose or role of a specified phrase or sentence</li> <li>Delete a clause or sentence because it is obviously irrelevant to the essay</li> <li>Identify the central idea or main topic of a straightforward piece of writing</li> <li>Determine relevancy when presented with a variety of sentence-level details</li> <li>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</li> <li>Delete material primarily because it disturbs the flow and development of the paragraph</li> <li>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</li> <li>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</li> <li>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</li> </ul> <p><b>Organization, Unity, and Coherence:</b></p> <ul style="list-style-type: none"> <li>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</li> <li>Select the most logical place to add a sentence in a paragraph</li> <li>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</li> <li>Decide the most logical place to add a sentence in an essay</li> <li>Add a sentence that introduces a simple paragraph</li> <li>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</li> <li>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</li> <li>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</li> </ul> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <ul style="list-style-type: none"> <li>Revise sentences to correct awkward and confusing arrangements of sentence elements</li> <li>Revise vague nouns and pronouns that create obvious logic problems</li> </ul>

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	<p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

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<b>Standard 1: Writing Process</b>	
<p>The student will use the writing process to write coherently.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p>

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	<p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>



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<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>

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<p>a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.</p>	
<p>b. develop multiple drafts both alone and collaboratively to categorize ideas organizing them into paragraphs, and blending paragraphs into larger text.</p>	
<p>c. <b>organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</b></p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p>

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<p>d. proofread writing for appropriateness of organization, content, and style.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p>

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<p>e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.</p>	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>

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	<p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
f. refine selected pieces frequently to publish for general and specific audiences.	
2. <b>Use extension and elaboration to develop an idea.</b>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
3. <b>Demonstrate organization, unity, and coherence by using transitions and sequencing.</b>	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>



TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
4. Use precise word choices, including figurative language, that convey specific meaning.	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p>

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OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
<p>The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p>

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OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	<p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

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OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
1. Write biographical or autobiographical narratives or short stories that:	
a. identify a real person, living or not, who has had a special influence on other people.	
b. provide a sequence of factual events and communicate the significance of the events to the person.	
c. isolate specific scenes and incidents in times and places significant to defining the person's influence.	

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<b>Standard 2: Modes and Forms of Writing</b>	
d. use anecdotes or describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the person; use interior monologue (what person says silently to self) to show the person's qualities and beliefs.	
e. present action segments to accommodate changes in time and mood.	
2. Write expository compositions, including analytical essays and research reports that:	
a. include evidence in support of a thesis (position on the topic) including information on all relevant perspectives.	
b. communicate information and ideas from primary and secondary sources accurately and coherently.	
c. show distinctions between the relative value and significance of specific data, facts, and ideas.	
d. include a variety of reference sources such as pictorial, audio, and Internet sources, to locate information in support of topic.	
e. include visual aids using technology to organize and record information on charts, data tables, maps, and graphs.	
f. identify and address reader's potential misunderstanding, biases, and expectations.	
g. use technical terms and notations accurately.	
3. Write persuasive compositions that:	
a. present ideas and appeals in a sustained and effective fashion with the strongest emotion first and the least powerful last.	
b. use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating to a personal anecdote, case study, or analogy.	
c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	
d. address reader's concerns, counterclaims, biases, and expectations.	
4. Write business letters that:	
a. provide clear and purposeful information and address the intended audience appropriately.	
b. use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.	

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
c. emphasize main ideas or images.	
d. follow conventional style with page formats, fonts (typeface), and spacing that contribute to the document's readability and impact.	
5. Write reflective papers that may address one of the following purposes:	
a. express the individual's insight into conditions or situations.	
b. compare a scene from a work of fiction with a lesson learned from experience.	
c. complete a self-evaluation on a class performance.	
6. Use appropriate essay test-taking and time-writing strategies that:	
a. address and analyze the question (prompt).	
b. use organizational methods required by the prompt.	
7. Write responses to literature that:	
a. demonstrate a comprehensive grasp of the significant ideas of literary works.	
b. support important ideas and viewpoints through accurate and detailed reference to the text or other works.	
c. demonstrate awareness of author's style and an appreciation of the effects created.	
d. identify and assess the impact of ambiguities, nuances, and complexities within the text.	
e. extend writing by changing mood, plot, characterization, or voice.	

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OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
<p>8. Write for different purposes and audiences, adjusting tone, style, and voice as appropriate and continue to produce other writing forms introduced in earlier grades.</p>	<p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>9. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.</p>	

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OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>



TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>1. <b>Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.</b></p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>

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OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).	<p><b>Conventions of Usage:</b> Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>
b. Use correct verb forms and tenses.	<p><b>Sentence Structure and Formation:</b> Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p><b>Conventions of Usage:</b> Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>
c. Use correct subject-verb agreement.	<p><b>Conventions of Usage:</b> Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Ensure that a verb agrees with its subject when there is some text between the two</p>
d. Distinguish active and passive voice.	<p><b>Sentence Structure and Formation:</b> Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>
e. Use correct pronoun/antecedent agreement and clear pronoun reference.	<p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b> Revise vague nouns and pronouns that create obvious logic problems</p> <p><b>Conventions of Usage:</b> Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>
f. Use correct forms of comparative and superlative adjectives.	<p><b>Conventions of Usage:</b> Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>
2. Mechanics and Spelling - The student will demonstrate appropriate language mechanics in writing.	<p><b>Sentence Structure and Formation:</b> Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p>

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OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p>

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OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
a. Demonstrate correct use of capitals.	
b. Use correct formation of plurals.	
c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
d. Distinguish correct spelling of commonly misspelled words and homonyms.	

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>3. Sentence Structure - The student will demonstrate appropriate sentence structure in writing.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>
<p>a. Use parallel structure.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>
<p>b. Correct dangling and misplaced modifiers.</p>	<p><b>Sentence Structure and Formation:</b></p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN English College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>c. <b>Correct run-on sentences.</b></p>	<p><b>Sentence Structure and Formation:</b>            Use conjunctions or punctuation to join simple clauses            Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences            Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>
<p>d. <b>Correct fragments.</b></p>	<p><b>Sentence Structure and Formation:</b>            Use conjunctions or punctuation to join simple clauses            Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences            Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN College Readiness Standards
<b>Oral Language/Listening and Speaking</b>	
The student will demonstrate thinking skills in listening and speaking.	
<b>Standard 1: Listening</b>	
The student will listen for information and for pleasure.	
1. Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker's messages.	
2. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	
3. Evaluate informative and persuasive presentations of peers, public figures, and media presentations.	
4. Use feedback to evaluate own effectiveness and set goals for future presentations.	
<b>Standard 2: Speaking</b>	
The student will express ideas and opinions in group or individual situations.	
1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	
2. Prepare, organize, and present a variety of informative and persuasive messages effectively.	
3. Use a variety of verbal and nonverbal techniques in presenting oral messages and demonstrate poise and control while presenting.	



TABLE 1D

OKLAHOMA Grade 10 Language Arts Standards	PLAN College Readiness Standards
<b>Visual Literacy</b>	
The student will interpret, evaluate, and compose visual messages.	
<b>Standard 1: Interpret Meaning</b>	
The student will interpret and evaluate the various ways visual image-makers such as graphic artists, illustrators, and news photographers represent meaning.	
1. Identify the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs, attitudes).	
2. Investigate how symbols, images, sound, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).	
<b>Standard 2: Evaluate Media</b>	
The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Recall that people with special interests and expectations are the target audience for particular messages or products in visual media.	
2. Select and design language and content that reflect this appeal (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).	
<b>Standard 3: Compose Visual Messages</b>	
The student will create a visual message that effectively communicates an idea.	
1. Investigate and present the sources of a media presentation or production such as who made it and why it was made.	
2. Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.	

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<p>The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
	<p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<b>Standard 1: Vocabulary</b>	
The student will expand vocabulary through word study, literature, and class discussion.	
1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.	
2. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
	<p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>
<p>4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
	Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage
<p>5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.</p>	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
<p>The student will interact with the words and concepts on the page to understand what the writer has said.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>



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OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
1. <b>Literal Understanding</b>	
<p>a. <b>Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.</b></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p>
<p>b. <b>Select and explain specific devices an author uses to accomplish purpose</b> (persuasive techniques, style, literary forms or genre, portrayal of themes, language).</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p>
<p>c. Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.</p>	
<p>d. Constructs images such as graphic organizers based on text descriptions and text structures.</p>	
<p>2. Inferences and Interpretation</p>	
<p>a. Interpret the possible inferences of the historical context on literary works.</p>	
<p>b. Describe the development of plot and identify conflict and how they are addressed and resolved.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p>
<p>c. Investigate influences on a reader’s response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, or nationality).</p>	
<p>d. <b>Make reasonable assertions about author’s arguments by using elements of the text to defend and clarify interpretations.</b></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p>

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<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
3. <b>Summary and Generalization</b>	
a. <b>Determine the main idea, locate and interpret minor subtly stated details in complex passages.</b>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p>

TABLE 1E

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<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
<p>b. Use text features and elements to support inferences and generalizations about information.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>



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OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p>c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Summarize events and ideas in virtually any passage</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>

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<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p>
4. <b>Analysis and Evaluation</b>	
<p>a. Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p>
<p>b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p>

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<p>c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

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<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p>d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.</p>	

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<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
<p>The student will read, construct meaning, and respond to a wide variety of literary forms.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Locate and interpret details in complex passages</p>

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<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

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1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.	
a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.	
b. Analyze the characteristics of subgenres including allegory and ballad.	
2. <b>Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.</b>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p>



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	<p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p>a. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p>
<p>b. Analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p>c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p>d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p>

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<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p>e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Order sequences of events in complex passages</p>
<p>3. <b>Figurative Language</b> and Sound Devices - <b>Identify figurative language</b> and sound devices <b>and analyze how they affect the development of a literary work.</b></p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>
<p>a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>



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OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage
b. Identify and explain sound devices including alliteration and rhyme.	
c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.	
4. Literary Works - Read and respond to historically and culturally significant works of literature.	
a. Analyze and evaluate works of literature and the historical context in which they were written.	
b. Analyze and evaluate literature from various cultures to broaden cultural awareness.	
c. Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.	
d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.	

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OKLAHOMA Grade 11 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Research and Information</b>	
The student will conduct research and organize information.	
1. Accessing Information - Select the best source for a given purpose.	
a. Access information from a variety of primary and secondary sources.	
b. Skim text for an overall impression and scan text for particular information.	
c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	
2. Interpreting Information - Analyze and evaluate information from a variety of sources.	
a. Summarize, paraphrase, and/or quote relevant information.	
b. Determine the author's viewpoint to evaluate source credibility and reliability.	
c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.	
d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.	
e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.	

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<p>The student will express ideas effectively in written modes for a variety of purposes and audiences.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<b>Standard 1: Writing Process</b>	
<p>The student will use the writing process to write coherently.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>



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<b>Writing/Grammar/Usage and Mechanics</b>	
	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.</p>	
<p>b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.</p>	
<p>c. <b>organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</b></p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p>
<p>d. proofread writing for appropriateness of organization, content and style.</p>	<p style="text-align: center;"><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<p>e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
	<p align="center"><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>f. refine selected pieces frequently to publish for general and specific audiences.</p>	
<p>2. Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form when completing narrative expository, persuasive, or descriptive writing assignments.</p>	<p align="center"><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• acknowledging counterarguments to the writer’s position</li> <li>• providing some response to counter-arguments to the writer’s position</li> </ul> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p>
<p>3. Use language in creative and vivid ways to establish a specific tone.</p>	<p align="center"><b>English ACT College Readiness Standards</b></p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>



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<b>Writing/Grammar/Usage and Mechanics</b>	
<p>4. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p> <p><b>Focusing on the Topic:</b></p> <p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p> <p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer’s position on the issue</p>
<p>5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p> <p><b>Focusing on the Topic:</b></p> <p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer's position on the issue</p>
<p>6. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>	<p><b>English</b> ACT College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled")</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
<p>The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	<p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
1. Write fictional, biographical or autobiographical narratives that:	
a. narrate a sequence or events and communicate their significance to the audience.	
b. identify scenes and incidents in specific places.	
c. describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the character; use interior monologue (what character says silently to self) to show the character's feelings.	

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
2. Present action segments to accommodate changes in time and mood.	
3. Job applications and resumes that:	
a. provide clear and purposeful information and address the intended audience appropriately.	
b. indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension.	
c. modify the tone to fit the purpose and audience.	
d. follow the conventional style for that type of document (résumé, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.	
e. Write historical investigations that:	
4. use expository, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.	
a. analyze several historical records of a single event, examining critical relationships between elements of the topic.	
b. explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.	
c. include information from all relevant perspectives and take into consideration the validity and reliability of sources.	
d. include a formal bibliography.	
5. Write reflective compositions that may address one of the following purposes:	
a. explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.	<p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• acknowledging counterarguments to the writer’s position</li> <li>• providing some response to counter-arguments to the writer’s position</li> </ul>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
<p>b. draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.</p>	<p><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b>            Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>acknowledging counterarguments to the writer's position</li> <li>providing some response to counter-arguments to the writer's position</li> </ul> <p><b>Focusing on the Topic:</b>            Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt            Present a thesis that establishes focus on the topic</p> <p><b>Developing a Position:</b>            Develop ideas by using some specific reasons, details, and examples            Show some movement between general and specific ideas and examples</p>
<p>c. maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.</p>	<p><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b>            Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>acknowledging counterarguments to the writer's position</li> <li>providing some response to counter-arguments to the writer's position</li> </ul> <p><b>Focusing on the Topic:</b>            Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt            Present a thesis that establishes focus on the topic</p> <p><b>Developing a Position:</b>            Develop ideas by using some specific reasons, details, and examples            Show some movement between general and specific ideas and examples</p>
6. Write responses to literature that:	
a. demonstrate a comprehensive understanding of the significant ideas in works or passages.	
b. analyze the use of imagery, language, universal themes, and unique aspects of the text.	
c. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.	
d. demonstrate an understanding of author's style and an appreciation of the effects created.	
e. identify and assess the impact of ambiguities, nuances, and complexities within the text.	



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<b>Standard 2: Modes and Forms of Writing</b>	
<p>7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>8. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.</p>	

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.</p>	<p style="text-align: center;"><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>

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OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	Use commas to set off a nonessential/nonrestrictive appositive or clause
<p>a. <b>Distinguish commonly confused words</b> (e.g., there, their, they're; two, too, to; accept, except; affect, effect).</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Conventions of Usage:</b></p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>b. <b>Use correct verb forms and tenses.</b></p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>

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<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p style="text-align: center;"><b>Writing</b> ACT College Readiness Standards</p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>c. <b>Use correct subject-verb agreement.</b></p>	<p style="text-align: center;"><b>English</b> ACT College Readiness Standards</p> <p><b>Conventions of Usage:</b></p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p style="text-align: center;"><b>Writing</b> ACT College Readiness Standards</p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>

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<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>d. Use active and passive voice.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>
<p>e. Use correct pronoun/antecedent agreement and clear pronoun reference.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p><b>Conventions of Usage:</b></p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p><b>Writing ACT College Readiness Standards</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>f. Use correct forms of comparative and superlative adjectives.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Conventions of Usage:</b> Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p><b>Writing ACT College Readiness Standards</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>



TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Use apostrophes to indicate simple possessive nouns            Recognize inappropriate uses of colons and semicolons            Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>a. <b>Demonstrate correct use of capitals.</b></p>	<p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> </ul>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
Standard 3: Grammar/Usage and Mechanics	
	<ul style="list-style-type: none"> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>b. Use correct formation of plurals.</p>	<p><b>Writing</b> ACT College Readiness Standards</p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p>	<p><b>English</b> ACT College Readiness Standards</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Use apostrophes to indicate simple possessive nouns            Recognize inappropriate uses of colons and semicolons            Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>d. Use correct spelling of commonly misspelled words and homonyms.</p>	<p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> </ul>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<ul style="list-style-type: none"> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>3. Sentence Structure - Demonstrate appropriate sentence structure in writing.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>
<p>a. Use parallel structure.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p> <p><b>Writing ACT College Readiness Standards</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> </ul>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<ul style="list-style-type: none"> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>b. <b>Correct dangling and misplaced modifiers.</b></p>	<p style="text-align: center;"><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>c. <b>Correct run-on sentences.</b></p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p><b>Writing ACT College Readiness Standards</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>d. <b>Correct fragments.</b></p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p><b>Writing ACT College Readiness Standards</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> </ul>

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<ul style="list-style-type: none"> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>4. Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.</p>	



TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT College Readiness Standards
<b>Oral Language/Listening and Speaking</b>	
The student will demonstrate thinking skills in listening and speaking.	
<b>Standard 1: Listening</b>	
The student will listen for information and for pleasure.	
1. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.	
2. Use effective strategies for listening that prepares for listening, identifies the types of listening, and adopts appropriate strategies.	
3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	
4. Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.	
5. Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	
<b>Standard 2: Speaking</b>	
The student will express ideas and opinions in group or individual situations.	
1. Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.	
2. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	
3. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective presentations.	
4. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.	

TABLE 1E

OKLAHOMA Grade 11 Language Arts Standards	ACT College Readiness Standards
<b>Visual Literacy</b>	
The student will interpret, evaluate, and compose visual messages.	
<b>Standard 1: Interpret Meaning</b>	
The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.	
1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).	
2. Describe how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).	
<b>Standard 2: Evaluate Media</b>	
The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).	
2. Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as dramadocumentaries).	
<b>Standard 3: Compose Visual Messages</b>	
The student will create a visual message that effectively communicates an idea.	
1. Design and develop genres such as nightly news, news magazines, and documentaries and identify the unique properties of each.	
2. Compare, contrast, and critique various media coverage of the same events such as in newspapers, television, and on the Internet, and compose a study of the results.	

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<p>The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
	<p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<b>Standard 1: Vocabulary</b>	
The student will expand vocabulary through word study, literature, and class discussion.	
1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering).	
2. Research unfamiliar words based on characters, themes, or historical events.	
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
	<p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>
<p>4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
	Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage

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OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
<p>The student will interact with the words and concepts on the page to understand what the writer has said.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p>



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<b>Standard 2: Comprehension</b>	
	<p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

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<b>Standard 2: Comprehension</b>	
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1. <b>Literal Understanding</b>	
<p>a. <b>Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.</b></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p>
<p>b. <b>Explain specific devices an author uses to accomplish purpose</b> (persuasive techniques, style, literary forms or genre, portrayal of themes, language).</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p>

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<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p>
c. Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.	
d. Construct images such as graphic organizers based on text descriptions and text structures.	
e. Read silently with comprehension for a sustained period of time.	
2. Inferences and Interpretation	
a. Interpret the possible inferences of the historical context on literary works.	
b. Describe the development of plot and identify conflict and how they are addressed and resolved.	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p>

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<b>Standard 2: Comprehension</b>	
	<p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p>

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<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	Understand and generalize about portions of a complex literary narrative
c. Identify influences on a reader's response to a text (e.g., personal experience and values; perspectives shapes by age, gender, class, or nationality).	
d. Make reasonable assertions about authors' arguments by using elements of the text to defend and clarify interpretations.	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

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<b>Standard 2: Comprehension</b>	
	<p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p>

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<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
3. <b>Summary and Generalization</b>	
<p>a. <b>Determine the main idea and supporting details by producing summaries of text.</b></p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>



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	<p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p>
<p>b. Use text features and elements to support inferences and generalizations about information.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

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<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p>c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Summarize events and ideas in virtually any passage</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p>

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<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p>
<p>d. Compare and contrast elements of text such as themes, conflicts, and allusions both within and across text.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p>
<p>4. Analysis and Evaluation</p>	
<p>a. Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.</p>	
<p>b. Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p>
<p>c. Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p>

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<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
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OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 2: Comprehension</b>	
	<p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p>d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.</p>	
<p>e. Evaluate the credibility of information sources, including how the writer’s motivation may affect that credibility.</p>	



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<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
<p>The student will read, construct meaning, and respond to a wide variety of literary forms.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Locate and interpret details in complex passages</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.	
a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.	
b. Analyze the characteristics of subgenres including allegory, ballad, elegy, ode, parody, pastoral, satire and tragedy.	
2. <b>Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.</b>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>

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<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p>

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<b>Standard 3: Literature</b>	
	<p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>

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<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p>a. Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p>
<p>b. Analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.</p>	<p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

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	<p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p>c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p>

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<b>Standard 3: Literature</b>	
	<p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p>d. Evaluate the significance of various literary devices and techniques, including imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.</p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p>



TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<p>e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).</p>	<p><b>Main Ideas and Author's Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Order sequences of events in complex passages</p>
<p>3. <b>Figurative Language</b> and Sound Devices - <b>Identify figurative language</b> and sound devices <b>and analyze how they affect the development of a literary work.</b></p>	<p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	<p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>
<p>a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.</p>	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 3: Literature</b>	
	Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage
b. Identify and explain sound devices including alliteration and rhyme.	
c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.	
4. Literary Works - Read and respond to historically and culturally significant works of literature.	
a. Analyze and evaluate works of literature and the historical context in which they were written.	
b. Analyze and evaluate literature from various cultures to broaden cultural awareness.	
c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.	
d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.	

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT Reading College Readiness Standards
<b>Reading/Literature</b>	
<b>Standard 4: Research and Information</b>	
The student will conduct research and organize information.	
1. Accessing Information - Select the best source for a given purpose.	
a. Access information from a variety of primary and secondary sources.	
b. Skim text for an overall impression and scan text for particular information.	
c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	
2. Interpreting Information - Analyze and evaluate information from a variety of sources.	
a. Summarize, paraphrase, and or quote relevant information.	
b. Determine the author's viewpoint to evaluate source credibility and reliability.	
c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.	
d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.	
e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.	
f. Compile written ideas and information into reports, summaries, or other formats and draw conclusions.	

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<p>The student will express ideas effectively in written modes for a variety of purposes and audiences.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<b>Standard 1: Writing Process</b>	
<p>The student will use the writing process to write coherently.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p>



TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.</p>	
<p>b. develop multiple drafts both alone and collaboratively to categorize ideas organizing them into paragraphs, and blending paragraphs into larger text.</p>	
<p>c. <b>organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</b></p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p>
<p>d. proofread writing for appropriateness of organization, content and style.</p>	<p style="text-align: center;"><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p>



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<b>Writing/Grammar/Usage and Mechanics</b>	
<p>e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.</p>	<p style="text-align: center;"><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p align="center"><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
f. refine selected pieces frequently to publish for general and specific audiences.	
2. Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form when completing narrative expository, persuasive, or descriptive writing assignments.	<p align="center"><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• acknowledging counterarguments to the writer’s position</li> <li>• providing some response to counter-arguments to the writer’s position</li> </ul> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p>
3. Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.	
4. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.	<p align="center"><b>English ACT College Readiness Standards</b></p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p> <p><b>Focusing on the Topic:</b></p> <p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p> <p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer’s position on the issue</p>
<p>5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p>	<p style="text-align: center;"><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
	<p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p> <p><b>Focusing on the Topic:</b></p> <p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p> <p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer's position on the issue</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
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<p>6. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<p>7. Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and of writing.</p>	<p><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion</p> <p>Show recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>partially evaluating implications and/or complications of the issue, and/or</li> <li>posing and partially responding to counter-arguments to the writer's position</li> </ul> <p><b>Focusing on the Topic:</b></p> <p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer's position on the issue</p> <p><b>Developing a Position:</b></p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Show clear movement between general and specific ideas and examples</p> <p><b>Organizing Ideas:</b></p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p><b>Using Language:</b></p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>using appropriate vocabulary</li> <li>using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>using some precise and varied vocabulary</li> <li>using several kinds of sentence structures to vary pace and to support meaning</li> </ul>

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
<p>The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p>	<p style="text-align: center;"><b>English ACT College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	<p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>



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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
1. Write fictional, biographical, or autobiographical narratives that:	
a. narrate a sequence of events and communicate their significance to the audience.	
b. identify scenes and incidents in specific places.	
c. describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the character; use interior monologue (what character says silently to self) to show the character's feelings.	

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
d. present action segments to accommodate changes in time and mood.	
2. Write historical investigations that:	
a. use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.	
b. analyze several historical records of a single event, examining critical relationships between elements of the topic.	
c. explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.	
d. include information from all relevant perspectives and take into consideration the validity and reliability of sources.	
e. include a formal bibliography.	
3. Write reflective compositions that may address one of the following purposes:	
a. explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.	<p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• acknowledging counterarguments to the writer’s position</li> <li>• providing some response to counter-arguments to the writer’s position</li> </ul>
b. draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life.	<p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• acknowledging counterarguments to the writer’s position</li> <li>• providing some response to counter-arguments to the writer’s position</li> </ul> <p><b>Focusing on the Topic:</b></p> <p>Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt</p> <p>Present a thesis that establishes focus on the topic</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p>Show some movement between general and specific ideas and examples</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
<p>c. maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.</p>	<p><b>Writing</b> ACT College Readiness Standards</p> <p><b>Expressing Judgments:</b>            Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>acknowledging counterarguments to the writer’s position</li> <li>providing some response to counter-arguments to the writer’s position</li> </ul> <p><b>Focusing on the Topic:</b>            Maintain a focus on the general topic in the prompt throughout the essay and attempt a focus on the specific issue in the prompt            Present a thesis that establishes focus on the topic</p> <p><b>Developing a Position:</b>            Develop ideas by using some specific reasons, details, and examples            Show some movement between general and specific ideas and examples</p>
4. Write responses to literature that:	
a. demonstrate a comprehensive understanding of the significant ideas in works or passages.	
b. analyze the use of imagery, language, universal themes, and unique aspects of the text.	
c. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.	
d. demonstrate an understanding of author’s style and an appreciation of the effects created.	
e. identify and assess the impact of ambiguities, nuances, and complexities within the text.	
<p>5. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other forms of writing introduced in earlier grades.</p>	<p><b>English</b> ACT College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Delete a clause or sentence because it is obviously irrelevant to the essay            Identify the central idea or main topic of a straightforward piece of writing            Determine relevancy when presented with a variety of sentence-level details            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Delete material primarily because it disturbs the flow and development of the paragraph            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 2: Modes and Forms of Writing</b>	
	<p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>6. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.</p>	

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.</p>	<p style="text-align: center;"><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>1. <b>Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.</b></p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>

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OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	Use commas to set off a nonessential/nonrestrictive appositive or clause
<p>a. <b>Distinguish commonly confused words</b> (e.g., there, their, they're; two, too, to; accept, except; affect, effect).</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Conventions of Usage:</b></p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>b. <b>Use correct verb forms and tenses.</b></p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>



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<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p style="text-align: center;"><b>Writing</b> ACT College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>c. <b>Use correct subject-verb agreement.</b></p>	<p style="text-align: center;"><b>English</b> ACT College Readiness Standards</p> <p><b>Conventions of Usage:</b></p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p style="text-align: center;"><b>Writing</b> ACT College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> </ul>

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<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<ul style="list-style-type: none"> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
d. <b>Distinguish active and passive voice.</b>	<p align="center"><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>
e. <b>Use pronouns effectively, correct pronoun/antecedent agreement, and clear pronoun reference.</b>	<p align="center"><b>English ACT College Readiness Standards</b></p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p><b>Conventions of Usage:</b></p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p align="center"><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
<p>f. Use correct forms of comparative and superlative adjectives.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Conventions of Usage:</b> Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b> Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b> Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p>

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	<p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>a. <b>Demonstrate correct use of capitals.</b></p>	<p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> </ul>

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<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<ul style="list-style-type: none"> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>b. <b>Use correct formation of plurals.</b></p>	<p style="text-align: center;"><b>Writing</b> ACT College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>c. <b>Demonstrate correct use of punctuation and recognize its effect on sentence structure.</b></p>	<p style="text-align: center;"><b>English</b> ACT College Readiness Standards</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>d. Use correct spelling of commonly misspelled words and homonyms.</p>	<p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>3. Sentence Structure – The student will demonstrate appropriate sentence structure in writing.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>
<p>a. Use parallel structure.</p>	<p><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>



TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>b. <b>Correct dangling and misplaced modifiers.</b></p>	<p style="text-align: center;"><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> </ul>

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<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<ul style="list-style-type: none"> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>c. <b>Correct run-on sentences.</b></p>	<p style="text-align: center;"><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> </ul>

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT English and Writing College Readiness Standards
<b>Writing/Grammar/Usage and Mechanics</b>	
<b>Standard 3: Grammar/Usage and Mechanics</b>	
	<ul style="list-style-type: none"> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>d. <b>Correct fragments.</b></p>	<p style="text-align: center;"><b>English ACT College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p style="text-align: center;"><b>Writing ACT College Readiness Standards</b></p> <p><b>Using Language:</b></p> <p>Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• using simple but appropriate vocabulary</li> <li>• using a little sentence variety, though most sentences are simple in structure</li> </ul> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• using appropriate vocabulary</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul> <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• using some precise and varied vocabulary</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>
<p>4. Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.</p>	

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT College Readiness Standards
<b>Oral Language/Listening and Speaking</b>	
The student will demonstrate thinking skills in listening and speaking.	
<b>Standard 1: Listening</b>	
The student will listen for information and for pleasure.	
1. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.	
2. Use effective strategies for listening that prepares for listening, identifies the types of listening, and adopts appropriate strategies.	
3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	
4. Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.	
5. Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	
<b>Standard 2: Speaking</b>	
The student will express ideas and opinions in group or individual situations.	
1. Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.	
2. Use language and rhetorical strategies skillfully in informative and persuasive messages.	
3. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	
4. Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.	
5. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.	
6. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.	

TABLE 1F

OKLAHOMA Grade 12 Language Arts Standards	ACT College Readiness Standards
<b>Visual Literacy</b>	
The student will interpret, evaluate, and compose visual messages.	
<b>Standard 1: Interpret Meaning</b>	
The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.	
1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).	
2. Demonstrate how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).	
<b>Standard 2: Evaluate Media</b>	
The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).	
2. Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as dramadocumentaries).	
<b>Standard 3: Compose Visual Messages</b>	
The student will create a visual message that effectively communicates an idea.	
1. Use the effects of media on constructing his/her own perception of reality.	
2. Use a variety of forms and technologies such as videos, photographs, and Web pages to communicate specific messages.	

**SUPPLEMENT  
TABLES 2A–2J  
MATHEMATICS**

TABLE 2A

OKLAHOMA Grades 7–8 Mathematics Process Standards	EXPLORE Mathematics College Readiness Standards
<b>Process Standard 1: Problem Solving</b>	
1. Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.	
2. Use technology to generate and analyze data to solve problems.	<b>Probability, Statistics, &amp; Data Analysis:</b> Manipulate data from tables and graphs
3. Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.	<b>Basic Operations &amp; Applications:</b> Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
4. Evaluate results to determine their reasonableness.	
5. Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and nonroutine problems.	<b>Basic Operations &amp; Applications:</b> Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
6. Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.	<b>Basic Operations &amp; Applications:</b> Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) <b>Probability, Statistics, &amp; Data Analysis:</b> Manipulate data from tables and graphs <b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)

TABLE 2A

OKLAHOMA Grades 7–8 Mathematics Process Standards	EXPLORE Mathematics College Readiness Standards
<b>Process Standard 2: Communication</b>	
1. Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, algebraic).	<b>Probability, Statistics, &amp; Data Analysis:</b> Manipulate data from tables and graphs <b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
2. Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).	
3. Select and use appropriate terminology when discussing mathematical concepts and ideas.	



TABLE 2A

OKLAHOMA Grades 7–8 Mathematics Process Standards	EXPLORE Mathematics College Readiness Standards
<b>Process Standard 3: Reasoning</b>	
1. <b>Identify and extend patterns</b> and use experiences and observations to make suppositions.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
2. <b>Use counter examples to disprove suppositions</b> (e.g., all squares are rectangles, but are all rectangles squares?).	
3. Develop and evaluate mathematical arguments (e.g., agree or disagree with the reasoning of other classmates and explain why).	
4. Select and <b>use various types of reasoning</b> (e.g., recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).	

TABLE 2A

OKLAHOMA Grades 7–8 Mathematics Process Standards	EXPLORE Mathematics College Readiness Standards
<b>Process Standard 4: Connections</b>	
<p>1. Apply mathematical strategies to solve problems that arise from other disciplines and the real world.</p>	<p><b>Basic Operations &amp; Applications:</b> Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>
<p>2. Connect one area or idea of mathematics to another (e.g., relate equivalent number representations to each other, relate experiences with geometric shapes to understanding ratio and proportion).</p>	<p><b>Basic Operations &amp; Applications:</b> Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b> Manipulate data from tables and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b> Recognize equivalent fractions and fractions in lowest terms Identify a digit's place value Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>

TABLE 2A

OKLAHOMA Grades 7–8 Mathematics Process Standards	EXPLORE Mathematics College Readiness Standards
<b>Process Standard 5: Representation</b>	
1. Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).	
2. Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations).	
3. Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data).	
4. Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).	

TABLE 2B

OKLAHOMA Grade 7 Mathematics Standards	EXPLORE Mathematics College Readiness Standards
<b>Standard 1: Algebraic Reasoning</b>	
The student will use number properties to simplify and solve simple linear equations.	
1. Identify and apply the commutative, associative, distributive, inverse and identity properties (e.g., $n + 0 = n$ , $2(x + 3) = 2x + 6$ ).	<b>Expressions, Equations, &amp; Inequalities:</b> Add and subtract simple algebraic expressions
2. Use a variety of methods to model and solve one-step linear equations (e.g., use properties of equality, graph ordered pairs with paper and pencil, use graphing calculators).	<b>Expressions, Equations, &amp; Inequalities:</b> Solve real-world problems using first-degree equations <b>Graphical Representations:</b> Locate points in the coordinate plane

TABLE 2B

OKLAHOMA Grade 7 Mathematics Standards	EXPLORE Mathematics College Readiness Standards
<b>Standard 2: Number Sense</b>	
The student will use numbers and number relationships to acquire basic facts and determine the reasonableness of results.	
1. <b>Integers</b>	
<p>a. Compare and order positive and negative integers and describe their use in real-life situations (e.g., temperature, sea level, stock market fluctuations, football yardage).</p>	<p><b>Numbers: Concepts &amp; Properties:</b>  Identify a digit's place value  Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor  Work with numerical factors</p>
<p>b. Use the basic operations on integers to solve problems.</p>	<p><b>Basic Operations &amp; Applications:</b>  Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>
2. <b>Ratio, Proportion and Percents</b>	
<p>a. Demonstrate the concept of ratio and proportion with models (e.g., similar geometric shapes, scale models).</p>	<p><b>Basic Operations &amp; Applications:</b>  Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average  Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>
<p>b. Set up equivalent ratios, estimate and solve problems using ratio, proportions, and percents including percents greater than 100 and less than 1 (e.g., determine missing sides of similar figures, heart rate per minute, cost per pound, pay to hours worked overtime).</p>	<p><b>Basic Operations &amp; Applications:</b>  Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average  Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>
<p>c. Solve percent application problems (e.g., discounts, tax, finding the missing value of percent/part/whole).</p>	<p><b>Basic Operations &amp; Applications:</b>  Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent  Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average  Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>
3. <b>Exponents</b>	
<p>a. Analyze and develop generalizations of exponential patterns, including zero as an exponent, using manipulatives and calculators (e.g., model getting paid a penny the first day, 2 cents the second day, 4 cents the third day . . .).</p>	<p><b>Numbers: Concepts &amp; Properties:</b>  Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor  Work with scientific notation</p>

TABLE 2B

OKLAHOMA Grade 7 Mathematics Standards	EXPLORE Mathematics College Readiness Standards
<b>Standard 2: Number Sense</b>	
b. Build and recognize models of multiples to investigate squares and square roots (e.g., build rectangular arrays for numbers 1 to 100 and note which can be represented as squares).	<b>Numbers: Concepts &amp; Properties:</b> Recognize one-digit factors of a number Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with squares and square roots of numbers
c. Estimate the square root of a number (e.g., between two consecutive integers).	<b>Numbers: Concepts &amp; Properties:</b> Work with squares and square roots of numbers

TABLE 2B

OKLAHOMA Grade 7 Mathematics Standards	EXPLORE Mathematics College Readiness Standards
<b>Standard 3: Geometry</b>	
The student will apply the properties and relationships of plane geometry in a variety of contexts.	
1. <b>Classifying Geometric Figures</b>	
a. <b>Classify triangles according to their sides and angles.</b>	
b. <b>Classify quadrilaterals according to their sides and angles</b> (e.g., determine whether all squares are rectangles).	
2. <b>Identify and compare bisectors, interior, exterior, and vertical angles</b> (e.g., using graph paper, software, protractors to measure angles between parallel lines with a transversal).	<p><b>Properties of Plane Figures:</b></p> <p>Find the measure of an angle using properties of parallel lines</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., <math>90^\circ</math>, <math>180^\circ</math>, and <math>360^\circ</math>)</p> <p>Use several angle properties to find an unknown angle measure</p>
3. <b>Rectangular Coordinate System</b>	
a. <b>Locate points on a plane in all four quadrants.</b>	<p><b>Graphical Representations:</b></p> <p>Locate points in the coordinate plane</p>
b. <b>Identify geometric transformation of figures</b> (rotations, translations, and reflections).	

TABLE 2B

OKLAHOMA Grade 7 Mathematics Standards	EXPLORE Mathematics College Readiness Standards
<b>Standard 4: Measurement</b>	
The student will use measurement to solve problems in a variety of contexts.	
1. <b>Area and Perimeter</b>	
a. <b>Develop area and perimeter concepts</b> (e.g., use grids to estimate the area of irregular shapes).	<b>Measurement:</b> Compute the perimeter of polygons when all side lengths are given Compute the area of rectangles when whole number dimensions are given Compute the area and perimeter of triangles and rectangles in simple problems Compute the area of triangles and rectangles when one or more additional simple steps are required
b. <b>Apply formulas to solve problems involving perimeter (circumference) and area of polygons and circles.</b>	<b>Measurement:</b> Compute the perimeter of polygons when all side lengths are given Compute the area of rectangles when whole number dimensions are given Compute the area and perimeter of triangles and rectangles in simple problems Use geometric formulas when all necessary information is given Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information
2. <b>Customary and Metric Measurements</b>	
a. Select and use appropriate tools for measurements in practical applications and <b>make reasonable estimates of measurements in a particular situation using the appropriate unit.</b>	<b>Measurement:</b> Estimate or calculate the length of a line segment based on other lengths given on a geometric figure
b. <b>Use estimates to relate customary and metric measurements to each other.</b>	<b>Basic Operations &amp; Applications:</b> Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)



TABLE 2B

OKLAHOMA Grade 7 Mathematics Standards	EXPLORE Mathematics College Readiness Standards
<b>Standard 5: Data Analysis and Probability</b>	
The student will use probability to formulate and justify predictions from a set of data.	
1. Use data from a sample to predict possible outcomes and compute simple probabilities as fractions, decimals or percents (e.g., use data from lists, tree diagrams, frequency distribution tables, area models).	<b>Probability, Statistics, &amp; Data Analysis:</b> Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Compute straightforward probabilities for common situations
2. Determine the probability of an event involving “or”, “and”, or “not” (e.g., on a spinner with 1 blue, 2 red and 2 yellow sections, what is the probability of getting a red or a yellow?).	<b>Probability, Statistics, &amp; Data Analysis:</b> Compute straightforward probabilities for common situations
3. Find all possible combinations and permutations involving a limited number of variables.	

TABLE 2C

OKLAHOMA Grade 8 Mathematics Standards	EXPLORE Mathematics College Readiness Standards
<b>Standard 6: Algebraic Reasoning</b>	
The student will graph and solve linear equations and inequalities in problem-solving situations.	
1. <b>Equations</b>	
a. Model, write, and solve 2-step linear equations using a variety of methods.	<b>Expressions, Equations, &amp; Inequalities:</b> Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
b. Graph and interpret the solution to linear equations on a number line with one variable and on a coordinate plane with two variables.	<b>Graphical Representations:</b> Locate points on the number line and in the first quadrant Locate points in the coordinate plane
c. Predict the effect on the graph of a linear equation when the slope changes (e.g., make predictions from graphs, identify the slope in the equation $y = mx + b$ and relate to a graph).	
2. <b>Inequalities</b>	
a. Model, write, and solve 1-step and 2-step linear inequalities with one variable.	<b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
b. Graph the solution to linear inequalities with one variable on a number line.	<b>Graphical Representations:</b> Locate points on the number line and in the first quadrant

TABLE 2C

OKLAHOMA Grade 8 Mathematics Standards	EXPLORE Mathematics College Readiness Standards
<b>Standard 7: Number Sense</b>	
The student will use numbers and number relationships to solve problems.	
1. <b>Rational Numbers and Proportional Reasoning</b>	
a. <b>Compare and order rational numbers</b> (positive and negative integers, fractions, decimals) in real-life situations.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Order fractions
b. <b>Use the basic operations on rational numbers to solve problems in real-life situations</b> (e.g., describe the effect of multiplying whole numbers by a fraction or a decimal less than 1).	<b>Basic Operations &amp; Applications:</b> Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
c. <b>Apply ratios and proportions to solve problems.</b>	<b>Basic Operations &amp; Applications:</b> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
2. <b>Exponents</b>	
a. <b>Use the rules of exponents, including integer exponents, to solve problems</b> (e.g., $7^2 \cdot 7^3 = 7^5$ ).	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with numerical factors Work with squares and square roots of numbers
b. <b>Represent and interpret large numbers and numbers less than one in exponential and scientific notation.</b>	<b>Numbers: Concepts &amp; Properties:</b> Work with scientific notation
c. Use estimation strategies (e.g., rounding) to describe the magnitude of large numbers and numbers less than one.	

TABLE 2C

OKLAHOMA Grade 8 Mathematics Standards	EXPLORE Mathematics College Readiness Standards
<b>Standard 8: Geometry</b>	
The student will use geometric properties to solve problems in a variety of contexts.	
1. Construct models, sketch (from different perspectives), and classify solid figures such as rectangular solids, prisms, cones, cylinders, pyramids, and combined forms (e.g., draw a figure that could result from making 1, 2, or 3 cuts in a given solid).	
2. Develop the Pythagorean Theorem and apply the formula to find the length of missing sides of a right triangle and the length of other line segments.	

TABLE 2C

OKLAHOMA Grade 8 Mathematics Standards	EXPLORE Mathematics College Readiness Standards
<b>Standard 9: Measurement</b>	
The student will use measurement to solve problems in a variety of contexts.	
1. Estimate and find the surface area and volume in real world settings (e.g., unwrap a box to explore surface area; use rice, 1-inch cubes, centimeter cubes, cups . . . to estimate the volume of boxes, irregular shaped objects, containers).	<p><b>Measurement:</b></p> <p>Use geometric formulas when all necessary information is given</p> <p>Compute the area of triangles and rectangles when one or more additional simple steps are required</p> <p>Compute the area and circumference of circles after identifying necessary information</p>
2. Apply knowledge of ratio and proportion to solve relationships between similar geometric figures (e.g., build a model of a 3-dimensional object to scale).	<p><b>Basic Operations &amp; Applications:</b></p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>
3. Formulas	
a. Select and apply appropriate formulas for given situations:	
I. an equation (e.g., $d = rt$ , $i = prt$ )	<p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Evaluate algebraic expressions by substituting integers for unknown quantities</p> <p>Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p> <p><b>Measurement:</b></p> <p>Use geometric formulas when all necessary information is given</p>
II. measurement problems (e.g., $p = 2l + 2w$ , $v = lwh$ )	<p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Evaluate algebraic expressions by substituting integers for unknown quantities</p> <p><b>Measurement:</b></p> <p>Use geometric formulas when all necessary information is given</p>
b. Find the area of a “region of a region” for simple composite figures (e.g., area of a rectangular picture frame).	<p><b>Measurement:</b></p> <p>Compute the area of triangles and rectangles when one or more additional simple steps are required</p> <p>Compute the area and circumference of circles after identifying necessary information</p>

TABLE 2C

OKLAHOMA Grade 8 Mathematics Standards	EXPLORE Mathematics College Readiness Standards
<b>Standard 10: Data Analysis and Statistics</b>	
The student will use data analysis and statistics to interpret data in a variety of contexts.	
4. Select and apply appropriate formats (e.g., line plots, bar graphs, stem-and-leaf plots, scatter plots, histograms, circle graphs) to display collected data.	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Manipulate data from tables and graphs</p>
5. Measures of Central Tendency	
<p>a. Find the measures of central tendency (mean, median and mode) of a set of data and understand why a specific measure provides the most useful information in a given context.</p>	<p><b>Basic Operations &amp; Applications:</b></p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Calculate the average of a list of positive whole numbers</p> <p>Calculate the average of a list of numbers</p> <p>Calculate the average, given the number of data values and the sum of the data values</p> <p>Calculate the missing data value, given the average and all data values but one</p> <p>Calculate the average, given the frequency counts of all the data values</p>
<p>b. Compute the mean, median, and mode for data sets and understand how additional data in a set may affect the measures of central tendency.</p>	<p><b>Basic Operations &amp; Applications:</b></p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Calculate the average of a list of numbers</p> <p>Calculate the average, given the number of data values and the sum of the data values</p>
6. Determine how samples are chosen (random, limited, biased) to draw and support conclusions about generalizing a sample to a population (e.g., is the average height of a men’s college basketball team a good representative sample for height predictions?).	

TABLE 2D

OKLAHOMA High School Mathematics Process Standards	PLAN Mathematics College Readiness Standards
<p><b>Process Standard 1: Problem Solving</b></p>	
<p>1. Apply a wide variety of problem-solving strategies (identify a pattern, use equivalent representations) to solve problems from within and outside mathematics.</p>	<p><b>Basic Operations &amp; Applications:</b>            Perform common conversions (e.g., inches to feet or hours to minutes)            Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)            Solve word problems containing several rates, proportions, or percentages</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b>            Manipulate data from tables and graphs            Interpret and use information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b>            Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>            Manipulate expressions and equations            Write expressions, equations, and inequalities for common algebra settings</p> <p><b>Graphical Representations:</b>            Interpret and use information from graphs in the coordinate plane</p> <p><b>Measurement:</b>            Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p>

TABLE 2D

OKLAHOMA High School Mathematics Process Standards	PLAN Mathematics College Readiness Standards
<b>Process Standard 1: Problem Solving</b>	
<p>2. Identify the problem from a described situation, determine the necessary data and apply appropriate problem-solving strategies.</p>	<p><b>Basic Operations &amp; Applications:</b>            Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)            Solve word problems containing several rates, proportions, or percentages  <b>Probability, Statistics, &amp; Data Analysis:</b>            Manipulate data from tables and graphs            Interpret and use information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b>            Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>            Manipulate expressions and equations            Write expressions, equations, and inequalities for common algebra settings</p> <p><b>Graphical Representations:</b>            Interpret and use information from graphs in the coordinate plane</p> <p><b>Measurement:</b>            Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p>



TABLE 2D

OKLAHOMA High School Mathematics Process Standards	PLAN Mathematics College Readiness Standards
<b>Process Standard 2: Communication</b>	
1. Use mathematical language and symbols to read and write mathematics and to converse with others.	<b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings
2. Demonstrate mathematical ideas orally and in writing.	<b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings
3. Analyze mathematical definitions and discover generalizations through investigations.	

TABLE 2D

OKLAHOMA High School Mathematics Process Standards	PLAN Mathematics College Readiness Standards
<b>Process Standard 3: Reasoning</b>	
<p>1. Use various types of logical reasoning in mathematical contexts and real-world situations.</p>	<p><b>Basic Operations &amp; Applications:</b> Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b> Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane</p> <p><b>Measurement:</b> Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p>
<p>2. Prepare and evaluate suppositions and arguments.</p>	
<p>3. Verify conclusions, identify counterexamples, test conjectures, and justify solutions to mathematical problems.</p>	
<p>4. Justify mathematical statements through proofs.</p>	

TABLE 2D

OKLAHOMA High School Mathematics Process Standards	PLAN Mathematics College Readiness Standards
<b>Process Standard 4: Connections</b>	
<p>1. <b>Link mathematical ideas to the real world</b> (e.g., statistics helps qualify the confidence we can have when drawing conclusions based on a sample).</p>	<p><b>Basic Operations &amp; Applications:</b> Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b> Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings</p>
<p>2. <b>Apply mathematical problem-solving skills to other disciplines.</b></p>	
<p>3. <b>Use mathematics to solve problems encountered in daily life.</b></p>	<p><b>Basic Operations &amp; Applications:</b> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages</p> <p><b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings</p>
<p>4. <b>Relate one area of mathematics to another and to the integrated whole</b> (e.g., connect equivalent representations to corresponding problem situations or mathematical concepts).</p>	

TABLE 2D

OKLAHOMA High School Mathematics Process Standards	PLAN Mathematics College Readiness Standards
<b>Process Standard 5: Representation</b>	
<p>1. Use algebraic, graphic, and numeric representations to model and interpret mathematical and real world situations.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane</p>
<p>2. Use a variety of mathematical representations as tools for organizing, recording, and communicating mathematical ideas (e.g., mathematical models, tables, graphs, spreadsheets).</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane</p>
<p>3. Develop a variety of mathematical representations that can be used flexibly and appropriately.</p>	

TABLE 2E

OKLAHOMA High School Mathematics Process Standards	ACT Mathematics College Readiness Standards
<b>Process Standard 1: Problem Solving</b>	
<p>1. Apply a wide variety of problem-solving strategies (identify a pattern, use equivalent representations) to solve problems from within and outside mathematics.</p>	<p><b>Basic Operations &amp; Applications:</b>  Perform common conversions (e.g., inches to feet or hours to minutes)  Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)  Solve word problems containing several rates, proportions, or percentages  Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b>  Manipulate data from tables and graphs  Interpret and use information from figures, tables, and graphs  Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b>  Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor  Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>  Manipulate expressions and equations  Write expressions, equations, and inequalities for common algebra settings  Write expressions that require planning and/or manipulating to accurately model a situation  Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>Graphical Representations:</b>  Interpret and use information from graphs in the coordinate plane  Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p><b>Properties of Plane Figures:</b>  Draw conclusions based on a set of conditions  Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> <p><b>Measurement:</b>  Use relationships involving area, perimeter, and volume of geometric figures to compute another measure  Compute the area of composite geometric figures when planning or visualization is required</p>

TABLE 2E

OKLAHOMA High School Mathematics Process Standards	ACT Mathematics College Readiness Standards
<b>Process Standard 1: Problem Solving</b>	
<p>2. Identify the problem from a described situation, determine the necessary data and apply appropriate problem-solving strategies.</p>	<p><b>Basic Operations &amp; Applications:</b></p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Solve word problems containing several rates, proportions, or percentages</p> <p>Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Manipulate data from tables and graphs</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Manipulate expressions and equations</p> <p>Write expressions, equations, and inequalities for common algebra settings</p> <p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>Graphical Representations:</b></p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p><b>Properties of Plane Figures:</b></p> <p>Draw conclusions based on a set of conditions</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> <p><b>Measurement:</b></p> <p>Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p> <p>Compute the area of composite geometric figures when planning or visualization is required</p>

TABLE 2E

OKLAHOMA High School Mathematics Process Standards	ACT Mathematics College Readiness Standards
<b>Process Standard 2: Communication</b>	
1. Use mathematical language and symbols to read and write mathematics and to converse with others.	<b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving
2. Demonstrate mathematical ideas orally and in writing.	<b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings
3. Analyze mathematical definitions and discover generalizations through investigations.	<b>Probability, Statistics, &amp; Data Analysis:</b> Analyze and draw conclusions based on information from figures, tables, and graphs <b>Numbers: Concepts &amp; Properties:</b> Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers <b>Properties of Plane Figures:</b> Draw conclusions based on a set of conditions

TABLE 2E

OKLAHOMA High School Mathematics Process Standards	ACT Mathematics College Readiness Standards
<b>Process Standard 3: Reasoning</b>	
<p>1. Use various types of logical reasoning in mathematical contexts and real-world situations.</p>	<p><b>Basic Operations &amp; Applications:</b>  Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)  Solve word problems containing several rates, proportions, or percentages  Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b>  Manipulate data from tables and graphs  Interpret and use information from figures, tables, and graphs  Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b>  Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor  Exhibit knowledge of logarithms and geometric sequences  Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>  Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)  Manipulate expressions and equations  Write expressions, equations, and inequalities for common algebra settings  Write expressions that require planning and/or manipulating to accurately model a situation  Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>Graphical Representations:</b>  Interpret and use information from graphs in the coordinate plane  Solve problems integrating multiple algebraic and/or geometric concepts  Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p><b>Properties of Plane Figures:</b>  Draw conclusions based on a set of conditions</p>



TABLE 2E

OKLAHOMA High School Mathematics Process Standards	ACT Mathematics College Readiness Standards
<b>Process Standard 3: Reasoning</b>	
	<p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> <p><b>Measurement:</b></p> <p>Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p> <p>Compute the area of composite geometric figures when planning or visualization is required</p>
2. Prepare and evaluate suppositions and arguments.	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Properties of Plane Figures:</b></p> <p>Draw conclusions based on a set of conditions</p>
3. Verify conclusions, identify counterexamples, test conjectures, and justify solutions to mathematical problems.	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Properties of Plane Figures:</b></p> <p>Draw conclusions based on a set of conditions</p>
4. Justify mathematical statements through proofs.	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Properties of Plane Figures:</b></p> <p>Draw conclusions based on a set of conditions</p>

TABLE 2E

OKLAHOMA High School Mathematics Process Standards	ACT Mathematics College Readiness Standards
<b>Process Standard 4: Connections</b>	
<p>1. <b>Link mathematical ideas to the real world</b> (e.g., statistics helps qualify the confidence we can have when drawing conclusions based on a sample).</p>	<p><b>Basic Operations &amp; Applications:</b>            Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)            Solve word problems containing several rates, proportions, or percentages            Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b>            Manipulate data from tables and graphs            Interpret and use information from figures, tables, and graphs            Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>            Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)            Manipulate expressions and equations            Write expressions, equations, and inequalities for common algebra settings            Write expressions that require planning and/or manipulating to accurately model a situation            Write equations and inequalities that require planning, manipulating, and/or solving</p>
<p>2. <b>Apply mathematical problem-solving skills to other disciplines.</b></p>	<p><b>Basic Operations &amp; Applications:</b>            Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b>            Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b>            Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Properties of Plane Figures:</b>            Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>

TABLE 2E

OKLAHOMA High School Mathematics Process Standards	ACT Mathematics College Readiness Standards
<b>Process Standard 4: Connections</b>	
<p>3. <b>Use mathematics to solve problems encountered in daily life.</b></p>	<p><b>Basic Operations &amp; Applications:</b></p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p>Solve word problems containing several rates, proportions, or percentages</p> <p>Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p><b>Numbers: Concepts &amp; Properties:</b></p> <p>Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Solve real-world problems using first-degree equations</p> <p>Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p> <p>Manipulate expressions and equations</p> <p>Write expressions, equations, and inequalities for common algebra settings</p> <p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p>

TABLE 2E

OKLAHOMA High School Mathematics Process Standards	ACT Mathematics College Readiness Standards
<b>Process Standard 4: Connections</b>	
<p>4. <b>Relate one area of mathematics to another and to the integrated whole</b> (e.g., connect equivalent representations to corresponding problem situations or mathematical concepts).</p>	<p><b>Basic Operations &amp; Applications:</b> Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b> Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b> Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Graphical Representations:</b> Solve problems integrating multiple algebraic and/or geometric concepts</p> <p><b>Properties of Plane Figures:</b> Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>

TABLE 2E

OKLAHOMA High School Mathematics Process Standards	ACT Mathematics College Readiness Standards
<b>Process Standard 5: Representation</b>	
<p>1. Use algebraic, graphic, and numeric representations to model and interpret mathematical and real world situations.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>  Interpret and use information from figures, tables, and graphs  Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b>  Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor  Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>  Solve real-world problems using first-degree equations  Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)  Manipulate expressions and equations  Write expressions, equations, and inequalities for common algebra settings  Write expressions that require planning and/or manipulating to accurately model a situation  Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>Graphical Representations:</b>  Interpret and use information from graphs in the coordinate plane  Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)  Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math></p> <p><b>Properties of Plane Figures:</b>  Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>

TABLE 2E

OKLAHOMA High School Mathematics Process Standards	ACT Mathematics College Readiness Standards
<b>Process Standard 5: Representation</b>	
<p>2. Use a variety of mathematical representations as tools for organizing, recording, and communicating mathematical ideas (e.g., mathematical models, tables, graphs, spreadsheets).</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>            Translate from one representation of data to another (e.g., a bar graph to a circle graph)            Manipulate data from tables and graphs            Interpret and use information from figures, tables, and graphs            Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>            Solve real-world problems using first-degree equations            Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)            Manipulate expressions and equations            Write expressions, equations, and inequalities for common algebra settings            Write expressions that require planning and/or manipulating to accurately model a situation            Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>Graphical Representations:</b>            Interpret and use information from graphs in the coordinate plane            Solve problems integrating multiple algebraic and/or geometric concepts            Analyze and draw conclusions based on information from graphs in the coordinate plane</p> <p><b>Functions:</b>            Match graphs of basic trigonometric functions with their equations</p>
<p>3. Develop a variety of mathematical representations that can be used flexibly and appropriately.</p>	

TABLE 2F

OKLAHOMA Algebra I Standards	PLAN Mathematics College Readiness Standards
<b>Standard 1: Number Sense and Algebraic Operations</b>	
The student will use expressions and equations to model number relationships.	
1. Translate word phrases and sentences into expressions and equations and vice versa.	<b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, and inequalities for common algebra settings
2. Expressions	
a. Simplify and evaluate linear, absolute value, rational and radical expressions.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor  Work with squares and square roots of numbers  <b>Expressions, Equations, &amp; Inequalities:</b> Add, subtract, and multiply polynomials Manipulate expressions and equations
b. Simplify polynomials by adding, subtracting or multiplying.	<b>Expressions, Equations, &amp; Inequalities:</b> Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$ )  Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$ )  Add and subtract simple algebraic expressions Multiply two binomials Add, subtract, and multiply polynomials Manipulate expressions and equations

TABLE 2F

OKLAHOMA Algebra I Standards	PLAN Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
The student will use relations and functions to model number relationships.	
1. <b>Relations and Functions</b>	
a. <b>Distinguish between linear and nonlinear data.</b>	<b>Probability, Statistics, &amp; Data Analysis:</b> Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs
b. <b>Distinguish between relations and functions.</b>	<b>Probability, Statistics, &amp; Data Analysis:</b> Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs
c. <b>Identify dependent and independent variables, domain and range.</b>	<b>Probability, Statistics, &amp; Data Analysis:</b> Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs <b>Numbers: Concepts &amp; Properties:</b> Determine when an expression is undefined <b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations <b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane
d. <b>Evaluate a function using tables, equations or graphs.</b>	
2. <b>Recognize the parent graph of the functions <math>y = k</math>, <math>y = x</math>, <math>y =  x </math>, and predict the effects of transformations on the parent graph (e.g., <math>y =  x  + 2</math>, change slope, change intercepts, change slope and intercept).</b>	<b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane
3. <b>Calculate the slope of a line using a graph, an equation, two points or a set of data points.</b>	<b>Graphical Representations:</b> Exhibit knowledge of slope Determine the slope of a line from points or equations Match linear graphs with their equations
4. <b>Develop the equation of a line and graph linear relationships given the following:</b>	
a. <b>slope and y-intercept</b>	<b>Expressions, Equations, &amp; Inequalities:</b> Substitute whole numbers for unknown quantities to evaluate expressions Evaluate algebraic expressions by substituting integers for unknown quantities <b>Graphical Representations:</b> Determine the slope of a line from points or equations Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane



TABLE 2F

OKLAHOMA Algebra I Standards	PLAN Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
b. slope and one point on the line	<p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings</p> <p><b>Graphical Representations:</b> Determine the slope of a line from points or equations Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane</p>
c. two points on the line	<p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings</p> <p><b>Graphical Representations:</b> Determine the slope of a line from points or equations Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane</p>
d. x-intercept and y-intercept	<p><b>Expressions, Equations, &amp; Inequalities:</b> Substitute whole numbers for unknown quantities to evaluate expressions Combine like terms (e.g., <math>2x + 5x</math>) Evaluate algebraic expressions by substituting integers for unknown quantities Add and subtract simple algebraic expressions Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations</p> <p><b>Graphical Representations:</b> Determine the slope of a line from points or equations Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane</p>
e. a set of data points	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p>

TABLE 2F

OKLAHOMA Algebra I Standards	PLAN Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
	Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings <b>Graphical Representations:</b> Determine the slope of a line from points or equations Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane
5. Slope Interpretation	
a. Use the slope to differentiate between lines that are parallel, perpendicular, horizontal, or vertical.	<b>Graphical Representations:</b> Exhibit knowledge of slope Determine the slope of a line from points or equations Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point
b. Interpret the slope and intercepts within the context of everyday life (e.g., telephone charges based on base rate [y-intercept] plus rate per minute [slope]).	<b>Probability, Statistics, &amp; Data Analysis:</b> Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs <b>Graphical Representations:</b> Exhibit knowledge of slope Interpret and use information from graphs in the coordinate plane
6. Linear Equations and Inequalities	
a. Solve linear equations by graphing or using properties of equality.	<b>Probability, Statistics, &amp; Data Analysis:</b> Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs <b>Expressions, Equations, &amp; Inequalities:</b> Solve real-world problems using first-degree equations Manipulate expressions and equations <b>Graphical Representations:</b> Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane
b. Solve linear inequalities by graphing or using properties of inequalities.	<b>Probability, Statistics, &amp; Data Analysis:</b> Perform computations on data from tables and graphs Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs

TABLE 2F

OKLAHOMA Algebra I Standards	PLAN Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
	<p>Interpret and use information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Solve first-degree inequalities that do not require reversing the inequality sign</p> <p>Solve linear inequalities that require reversing the inequality sign</p> <p><b>Graphical Representations:</b></p> <p>Identify the graph of a linear inequality on the number line</p> <p>Match number line graphs with solution sets of linear inequalities</p>
<p>c. Match appropriate equations or inequalities (with 1 or 2 variables) to a graph, table, or situation and vice versa.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Perform a single computation using information from a table or chart</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Manipulate data from tables and graphs</p> <p>Interpret and use information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b></p> <p>Identify the graph of a linear inequality on the number line</p> <p>Match linear graphs with their equations</p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Match number line graphs with solution sets of linear inequalities</p>
<p>7. Solve a system of linear equations by graphing, substitution or elimination.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Perform a single computation using information from a table or chart</p> <p>Read tables and graphs</p> <p>Perform computations on data from tables and graphs</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Manipulate data from tables and graphs</p> <p>Interpret and use information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Find solutions to systems of linear equations</p> <p><b>Graphical Representations:</b></p> <p>Interpret and use information from graphs in the coordinate plane</p>

TABLE 2F

OKLAHOMA Algebra I Standards	PLAN Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
8. <b>Problem Solving</b>	
<p>a. Use the formulas from measurable attributes of geometric models (perimeter, circumference, area and volume), science, and statistics to solve problems within an algebraic context.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b> Evaluate algebraic expressions by substituting integers for unknown quantities</p> <p><b>Measurement:</b> Use geometric formulas when all necessary information is given Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information Compute the perimeter of simple composite geometric figures with unknown side lengths Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p>
<p>b. Solve two-step and three-step problems using concepts such as rules of exponents, probability, rate, distance, ratio and proportion, measures of central tendency and percent.</p>	<p><b>Basic Operations &amp; Applications:</b> Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b> Calculate or use a weighted average Compute a probability when the event and/or sample space are not given or obvious</p> <p><b>Numbers: Concepts &amp; Properties:</b> Work problems involving positive integer exponents Apply rules of exponents</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, and inequalities for common algebra settings</p>
9. <b>Nonlinear Functions</b>	
<p>a. Match exponential and quadratic functions to a table, graph or situation and vice versa.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Manipulate data from tables and graphs Interpret and use information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane</p>

TABLE 2F

OKLAHOMA Algebra I Standards	PLAN Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
<p>b. Solve quadratic equations by graphing, factoring, or using the quadratic formula.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>  Manipulate data from tables and graphs  Interpret and use information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>  Substitute whole numbers for unknown quantities to evaluate expressions  Evaluate algebraic expressions by substituting integers for unknown quantities  Identify solutions to simple quadratic equations  Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)  Solve quadratic equations</p> <p><b>Graphical Representations:</b>  Interpret and use information from graphs in the coordinate plane</p>

TABLE 2F

OKLAHOMA Algebra I Standards	PLAN Mathematics College Readiness Standards
<b>Standard 3: Data Analysis and Statistics</b>	
The student will use data analysis and statistics to formulate and justify predictions from a set of data.	
1. <b>Data Analysis</b>	
a. Translate from one representation of data to another and understand that the data can be represented using a variety of tables, graphs, or symbols and that different modes of representation often convey different messages.	<b>Probability, Statistics, &amp; Data Analysis:</b> Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs
b. Make valid inferences, predictions, and/or arguments based on data from graphs, tables, and charts.	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs
2. Collect data involving two variables and display on a scatter plot; interpret results using a linear model/equation and identify whether the model/equation is a line best fit for the data (e.g., given a scatter plot and several linear equations, which one is the best fit?).	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs

TABLE 2G

OKLAHOMA Algebra I Standards	ACT Mathematics College Readiness Standards
<b>Standard 1: Number Sense and Algebraic Operations</b>	
The student will use expressions and equations to model number relationships.	
1. Translate word phrases and sentences into expressions and equations and vice versa.	<b>Expressions, Equations, &amp; Inequalities:</b> Write equations and inequalities that require planning, manipulating, and/or solving
2. Expressions	
a. Simplify and evaluate linear, absolute value, rational and radical expressions.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Work with squares and square roots of numbers Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers <b>Expressions, Equations, &amp; Inequalities:</b> Add, subtract, and multiply polynomials Write expressions that require planning and/or manipulating to accurately model a situation
b. Simplify polynomials by adding, subtracting or multiplying.	<b>Expressions, Equations, &amp; Inequalities:</b> Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$ ) Add and subtract simple algebraic expressions Multiply two binomials Add, subtract, and multiply polynomials Manipulate expressions and equations

TABLE 2G

OKLAHOMA Algebra I Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
The student will use relations and functions to model number relationships.	
1. <b>Relations and Functions</b>	
a. <b>Distinguish between linear and nonlinear data.</b>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
b. <b>Distinguish between relations and functions.</b>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
c. <b>Identify dependent and independent variables, domain and range.</b>	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Numbers: Concepts &amp; Properties:</b> Determine when an expression is undefined</p> <p><b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
d. <b>Evaluate a function using tables, equations or graphs.</b>	<p><b>Functions:</b> Evaluate polynomial functions, expressed in function notation, at integer values</p>
2. <b>Recognize the parent graph of the functions <math>y = k</math>, <math>y = x</math>, <math>y =  x </math>, and predict the effects of transformations on the parent graph</b> (e.g., $y =  x  + 2$ , change slope, change intercepts, change slope and intercept).	<p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math></p>



TABLE 2G

OKLAHOMA Algebra I Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
3. Calculate the slope of a line using a graph, an equation, two points or a set of data points.	<b>Graphical Representations:</b> Exhibit knowledge of slope Determine the slope of a line from points or equations Match linear graphs with their equations
4. Develop the equation of a line and graph linear relationships given the following:	
a. slope and y-intercept	<b>Expressions, Equations, &amp; Inequalities:</b> Substitute whole numbers for unknown quantities to evaluate expressions Evaluate algebraic expressions by substituting integers for unknown quantities Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving <b>Graphical Representations:</b> Determine the slope of a line from points or equations Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane
b. slope and one point on the line	<b>Expressions, Equations, &amp; Inequalities:</b> Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving <b>Graphical Representations:</b> Determine the slope of a line from points or equations Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane

TABLE 2G

OKLAHOMA Algebra I Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
<p>c. <b>two points on the line</b></p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>  Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)  Manipulate expressions and equations  Write expressions, equations, and inequalities for common algebra settings  Write expressions that require planning and/or manipulating to accurately model a situation  Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>Graphical Representations:</b>  Determine the slope of a line from points or equations  Match linear graphs with their equations  Interpret and use information from graphs in the coordinate plane  Solve problems integrating multiple algebraic and/or geometric concepts  Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
<p>d. <b>x-intercept and y-intercept</b></p>	<p><b>Expressions, Equations, &amp; Inequalities:</b>  Substitute whole numbers for unknown quantities to evaluate expressions  Combine like terms (e.g., <math>2x + 5x</math>)  Evaluate algebraic expressions by substituting integers for unknown quantities  Add and subtract simple algebraic expressions  Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)  Manipulate expressions and equations</p> <p><b>Graphical Representations:</b>  Determine the slope of a line from points or equations  Match linear graphs with their equations  Interpret and use information from graphs in the coordinate plane  Solve problems integrating multiple algebraic and/or geometric concepts  Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
<p>e. <b>a set of data points</b></p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>  Interpret and use information from figures, tables, and graphs  Analyze and draw conclusions based on information from figures, tables, and graphs</p>

TABLE 2G

OKLAHOMA Algebra I Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
	<p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p> <p>Manipulate expressions and equations</p> <p>Write expressions, equations, and inequalities for common algebra settings</p> <p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>Graphical Representations:</b></p> <p>Determine the slope of a line from points or equations</p> <p>Match linear graphs with their equations</p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Solve problems integrating multiple algebraic and/or geometric concepts</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
5. Slope Interpretation	
a. Use the slope to differentiate between lines that are parallel, perpendicular, horizontal, or vertical.	<p><b>Graphical Representations:</b></p> <p>Exhibit knowledge of slope</p> <p>Determine the slope of a line from points or equations</p> <p>Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point</p>
b. Interpret the slope and intercepts within the context of everyday life (e.g., telephone charges based on base rate [y-intercept] plus rate per minute [slope]).	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Perform computations on data from tables and graphs</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Manipulate data from tables and graphs</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b></p> <p>Exhibit knowledge of slope</p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math></p> <p>Solve problems integrating multiple algebraic and/or geometric concepts</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p>

TABLE 2G

OKLAHOMA Algebra I Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
6. <b>Linear Equations and Inequalities</b>	
<p>a. <b>Solve linear equations by graphing or using properties of equality.</b></p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>  Perform computations on data from tables and graphs  Translate from one representation of data to another (e.g., a bar graph to a circle graph)  Manipulate data from tables and graphs  Interpret and use information from figures, tables, and graphs  Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>  Solve real-world problems using first-degree equations  Manipulate expressions and equations  Write expressions that require planning and/or manipulating to accurately model a situation</p> <p><b>Graphical Representations:</b>  Match linear graphs with their equations  Interpret and use information from graphs in the coordinate plane  Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math>  Solve problems integrating multiple algebraic and/or geometric concepts  Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
<p>b. <b>Solve linear inequalities by graphing or using properties of inequalities.</b></p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>  Perform computations on data from tables and graphs  Translate from one representation of data to another (e.g., a bar graph to a circle graph)  Manipulate data from tables and graphs  Interpret and use information from figures, tables, and graphs  Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>  Solve first-degree inequalities that do not require reversing the inequality sign  Solve linear inequalities that require reversing the inequality sign  Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>Graphical Representations:</b>  Identify the graph of a linear inequality on the number line  Match number line graphs with solution sets of linear inequalities  Match number line graphs with solution sets of simple quadratic inequalities</p>

TABLE 2G

OKLAHOMA Algebra I Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
<p>c. Match appropriate equations or inequalities (with 1 or 2 variables) to a graph, table, or situation and vice versa.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>  Perform a single computation using information from a table or chart  Read tables and graphs  Perform computations on data from tables and graphs  Translate from one representation of data to another (e.g., a bar graph to a circle graph)  Manipulate data from tables and graphs  Interpret and use information from figures, tables, and graphs  Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b>  Identify the graph of a linear inequality on the number line  Match linear graphs with their equations  Interpret and use information from graphs in the coordinate plane  Match number line graphs with solution sets of linear inequalities  Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)  Match number line graphs with solution sets of simple quadratic inequalities  Solve problems integrating multiple algebraic and/or geometric concepts  Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
<p>7. Solve a system of linear equations by graphing, substitution or elimination.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b>  Perform a single computation using information from a table or chart  Read tables and graphs  Perform computations on data from tables and graphs  Translate from one representation of data to another (e.g., a bar graph to a circle graph)  Manipulate data from tables and graphs  Interpret and use information from figures, tables, and graphs  Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>  Find solutions to systems of linear equations  Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>Graphical Representations:</b>  Interpret and use information from graphs in the coordinate plane</p>

TABLE 2G

OKLAHOMA Algebra I Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
	<p>Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math></p> <p>Solve problems integrating multiple algebraic and/or geometric concepts</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
8. <b>Problem Solving</b>	
<p>a. Use the formulas from measurable attributes of geometric models (perimeter, circumference, area and volume), science, and statistics to solve problems within an algebraic context.</p>	<p><b>Expressions, Equations, &amp; Inequalities:</b> Evaluate algebraic expressions by substituting integers for unknown quantities</p> <p><b>Graphical Representations:</b> Solve problems integrating multiple algebraic and/or geometric concepts</p> <p><b>Properties of Plane Figures:</b> Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> <p><b>Measurement:</b> Use geometric formulas when all necessary information is given Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information Compute the perimeter of simple composite geometric figures with unknown side lengths Use relationships involving area, perimeter, and volume of geometric figures to compute another measure Compute the area of composite geometric figures when planning or visualization is required</p>
<p>b. Solve two-step and three-step problems using concepts such as rules of exponents, probability, rate, distance, ratio and proportion, measures of central tendency and percent.</p>	<p><b>Basic Operations &amp; Applications:</b> Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p> <p><b>Probability, Statistics, &amp; Data Analysis:</b> Distinguish between mean, median, and mode for a list of numbers Exhibit knowledge of conditional and joint probability</p> <p><b>Numbers: Concepts &amp; Properties:</b> Work problems involving positive integer exponents Apply rules of exponents</p>

TABLE 2G

OKLAHOMA Algebra I Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
	<p>Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p> <p>Write expressions, equations, and inequalities for common algebra settings</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p>
9. <b>Nonlinear Functions</b>	
<p>a. Match exponential and quadratic functions to a table, graph or situation and vice versa.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Manipulate data from tables and graphs</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b></p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math></p>
<p>b. Solve quadratic equations by graphing, factoring, or using the quadratic formula.</p>	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Manipulate data from tables and graphs</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Substitute whole numbers for unknown quantities to evaluate expressions</p> <p>Evaluate algebraic expressions by substituting integers for unknown quantities</p> <p>Identify solutions to simple quadratic equations</p> <p>Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</p> <p>Solve quadratic equations</p> <p><b>Graphical Representations:</b></p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math></p>

TABLE 2G

OKLAHOMA Algebra I Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
	Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane



TABLE 2G

OKLAHOMA Algebra I Standards	ACT Mathematics College Readiness Standards
<b>Standard 3: Data Analysis and Statistics</b>	
The student will use data analysis and statistics to formulate and justify predictions from a set of data.	
1. <b>Data Analysis</b>	
a. Translate from one representation of data to another and understand that the data can be represented using a variety of tables, graphs, or symbols and that different modes of representation often convey different messages.	<b>Probability, Statistics, &amp; Data Analysis:</b> Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs
b. Make valid inferences, predictions, and/or arguments based on data from graphs, tables, and charts.	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs
2. Collect data involving two variables and display on a scatter plot; interpret results using a linear model/equation and identify whether the model/equation is a line best fit for the data (e.g., given a scatter plot and several linear equations, which one is the best fit?).	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs

TABLE 2H

OKLAHOMA Geometry Standards	PLAN Mathematics College Readiness Standards
<b>Standard 1: Logical Reasoning</b>	
The student will use deductive and inductive reasoning to solve problems.	
1. Properties and Relationships of Figures	
a. Identify the relationships of parallel lines with a transversal.	<p><b>Properties of Plane Figures:</b>  Exhibit some knowledge of the angles associated with parallel lines  Find the measure of an angle using properties of parallel lines</p>
b. Identify relationships between pairs of angles (e.g., adjacent, complementary, vertical).	<p><b>Properties of Plane Figures:</b>  Exhibit some knowledge of the angles associated with parallel lines  Find the measure of an angle using properties of parallel lines  Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., <math>90^\circ</math>, <math>180^\circ</math>, and <math>360^\circ</math>)  Use several angle properties to find an unknown angle measure  Apply properties of <math>30^\circ</math>-<math>60^\circ</math>-<math>90^\circ</math>, <math>45^\circ</math>-<math>45^\circ</math>-<math>90^\circ</math>, similar, and congruent triangles</p>
2. Determine and use the relationships of congruency and similarity to determine unknown values.	<p><b>Properties of Plane Figures:</b>  Apply properties of <math>30^\circ</math>-<math>60^\circ</math>-<math>90^\circ</math>, <math>45^\circ</math>-<math>45^\circ</math>-<math>90^\circ</math>, similar, and congruent triangles</p>
3. Use logical reasoning skills (inductive and deductive) to make and test conjectures, formulate counter examples, follow logical arguments, judge the validity of arguments and construct simple valid arguments.	<p><b>Properties of Plane Figures:</b>  Apply properties of <math>30^\circ</math>-<math>60^\circ</math>-<math>90^\circ</math>, <math>45^\circ</math>-<math>45^\circ</math>-<math>90^\circ</math>, similar, and congruent triangles</p>

TABLE 2H

OKLAHOMA Geometry Standards	PLAN Mathematics College Readiness Standards
<b>Standard 2: Properties of 2- and 3-Dimensional Figures</b>	
The student will use the properties and formulas of geometric figures to solve problems.	
1. Polygons	
a. Identify and describe polygons (i.e., convex, concave, regular)	
b. Apply the interior and exterior angle sum of convex polygons to solve problems.	<b>Properties of Plane Figures:</b> Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., $90^\circ$ , $180^\circ$ , and $360^\circ$ ) Use several angle properties to find an unknown angle measure
c. Develop and apply the properties of quadrilaterals to solve problems (e.g., rectangles, parallelograms, rhombi, trapezoids, kites).	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs
2. Draw and analyze 2- and 3-dimensional figures.	<b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs
3. Use properties of 2- and 3-dimensional figures to determine unknown values (e.g., given the perimeter/circumference, find the area).	<b>Measurement:</b> Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information Compute the perimeter of simple composite geometric figures with unknown side lengths Use relationships involving area, perimeter, and volume of geometric figures to compute another measure
4. Compute length, perimeter or circumference, area, volume, and surface area of geometric figures with missing information and correctly identify the appropriate unit of measure of each.	<b>Measurement:</b> Compute the area of triangles and rectangles when one or more additional simple steps are required Compute the area and circumference of circles after identifying necessary information Compute the perimeter of simple composite geometric figures with unknown side lengths
5. Use geometric tools (e.g., protractor, compass, straight edge) to construct a variety of figures.	
6. Find angle measures and arc measures related to circles.	
7. Chords, Secants and Tangents	
a. Identify and describe the relationship between two chords that intersect in the interior of a circle.	
b. Identify and describe the relationship between two secants that intersect in the exterior of a circle.	
c. Identify and describe the relationship between a secant and a tangent that intersect in the exterior of a circle.	

TABLE 2H

OKLAHOMA Geometry Standards	PLAN Mathematics College Readiness Standards
<b>Standard 3: Coordinate Geometry</b>	
The student will solve problems with geometric figures in the coordinate plane.	
1. Use transformations (reflection, rotation, translation) within coordinate geometry (e.g., reflect points across the y-axis).	
2. Use coordinate geometry to find the distance between two points; the midpoint of a segment; and to calculate the slopes of parallel, perpendicular, horizontal, and vertical lines.	<b>Graphical Representations:</b> Determine the slope of a line from points or equations Find the midpoint of a line segment Interpret and use information from graphs in the coordinate plane Use the distance formula
3. Given a set of points determine the type of figure based on its properties (e.g., parallelogram, isosceles triangle, regular octagon).	

TABLE 2H

OKLAHOMA Geometry Standards	PLAN Mathematics College Readiness Standards
<b>Standard 4: Angles, Triangles and Similar Polygons</b>	
The student will use the properties of angles, right triangles and similar polygons to solve problems.	
1. Solve problems using properties of angles (e.g., interior, exterior, complementary, vertical, angle sums, 30-60-90).	<p><b>Properties of Plane Figures:</b>            Find the measure of an angle using properties of parallel lines            Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°)            Use several angle properties to find an unknown angle measure            Use properties of isosceles triangles            Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles</p>
2. Use the Pythagorean Theorem and its converse to find missing side lengths and to determine acute, right, and obtuse triangles.	<p><b>Properties of Plane Figures:</b>            Recognize Pythagorean triples            Use the Pythagorean theorem</p>
3. Apply the 45-45-90 and 30-60-90 right triangle relationships to solve problems.	<p><b>Properties of Plane Figures:</b>            Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles</p>
4. Express the trigonometric functions as ratios and derive the relationship between sine, cosine, and tangent ratios, and use to solve real-world problems.	
5. Similar Polygons	
a. Use similar figures to construct ratios and solve for a missing side.	<p><b>Properties of Plane Figures:</b>            Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles</p>
b. Use ratios of similar figures to find linear distance, perimeter, area, and volume.	<p><b>Properties of Plane Figures:</b>            Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles</p> <p><b>Measurement:</b>            Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p>

TABLE 2I

OKLAHOMA Geometry Standards	ACT Mathematics College Readiness Standards
<b>Standard 1: Logical Reasoning</b>	
The student will use deductive and inductive reasoning to solve problems.	
1. Properties and Relationships of Figures	
a. Identify the relationships of parallel lines with a transversal.	<p><b>Properties of Plane Figures:</b>  Exhibit some knowledge of the angles associated with parallel lines  Find the measure of an angle using properties of parallel lines</p>
b. Identify relationships between pairs of angles (e.g., adjacent, complementary, vertical).	<p><b>Properties of Plane Figures:</b>  Exhibit some knowledge of the angles associated with parallel lines  Find the measure of an angle using properties of parallel lines  Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., <math>90^\circ</math>, <math>180^\circ</math>, and <math>360^\circ</math>)  Use several angle properties to find an unknown angle measure  Apply properties of <math>30^\circ</math>-<math>60^\circ</math>-<math>90^\circ</math>, <math>45^\circ</math>-<math>45^\circ</math>-<math>90^\circ</math>, similar, and congruent triangles</p>
2. Determine and use the relationships of congruency and similarity to determine unknown values.	<p><b>Properties of Plane Figures:</b>  Apply properties of <math>30^\circ</math>-<math>60^\circ</math>-<math>90^\circ</math>, <math>45^\circ</math>-<math>45^\circ</math>-<math>90^\circ</math>, similar, and congruent triangles</p>
3. Use logical reasoning skills (inductive and deductive) to make and test conjectures, formulate counter examples, follow logical arguments, judge the validity of arguments and construct simple valid arguments.	<p><b>Properties of Plane Figures:</b>  Apply properties of <math>30^\circ</math>-<math>60^\circ</math>-<math>90^\circ</math>, <math>45^\circ</math>-<math>45^\circ</math>-<math>90^\circ</math>, similar, and congruent triangles  Draw conclusions based on a set of conditions  Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>

TABLE 2I

OKLAHOMA Geometry Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Properties of 2- and 3-Dimensional Figures</b>	
The student will use the properties and formulas of geometric figures to solve problems.	
1. Polygons	
a. Identify and describe polygons (i.e., convex, concave, regular)	
b. Apply the interior and exterior angle sum of convex polygons to solve problems.	<p><b>Properties of Plane Figures:</b>  Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., <math>90^\circ</math>, <math>180^\circ</math>, and <math>360^\circ</math>)  Use several angle properties to find an unknown angle measure</p>
c. Develop and apply the properties of quadrilaterals to solve problems (e.g., rectangles, parallelograms, rhombi, trapezoids, kites).	<p><b>Probability, Statistics, &amp; Data Analysis:</b>  Interpret and use information from figures, tables, and graphs  Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Properties of Plane Figures:</b>  Draw conclusions based on a set of conditions  Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>
2. Draw and analyze 2- and 3-dimensional figures.	<p><b>Probability, Statistics, &amp; Data Analysis:</b>  Interpret and use information from figures, tables, and graphs  Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Properties of Plane Figures:</b>  Draw conclusions based on a set of conditions  Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>

TABLE 2I

OKLAHOMA Geometry Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Properties of 2- and 3-Dimensional Figures</b>	
3. Use properties of 2- and 3-dimensional figures to determine unknown values (e.g., given the perimeter/circumference, find the area).	<p><b>Properties of Plane Figures:</b></p> <p>Draw conclusions based on a set of conditions</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> <p>Use relationships among angles, arcs, and distances in a circle</p> <p><b>Measurement:</b></p> <p>Compute the area of triangles and rectangles when one or more additional simple steps are required</p> <p>Compute the area and circumference of circles after identifying necessary information</p> <p>Compute the perimeter of simple composite geometric figures with unknown side lengths</p> <p>Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p> <p>Compute the area of composite geometric figures when planning or visualization is required</p>
4. Compute length, perimeter or circumference, area, volume, and surface area of geometric figures with missing information and correctly identify the appropriate unit of measure of each.	<p><b>Measurement:</b></p> <p>Compute the area of triangles and rectangles when one or more additional simple steps are required</p> <p>Compute the area and circumference of circles after identifying necessary information</p> <p>Compute the perimeter of simple composite geometric figures with unknown side lengths</p>
5. Use geometric tools (e.g., protractor, compass, straight edge) to construct a variety of figures.	
6. Find angle measures and arc measures related to circles.	<p><b>Properties of Plane Figures:</b></p> <p>Use relationships among angles, arcs, and distances in a circle</p>
7. Chords, Secants and Tangents	
a. Identify and describe the relationship between two chords that intersect in the interior of a circle.	<p><b>Properties of Plane Figures:</b></p> <p>Use relationships among angles, arcs, and distances in a circle</p>
b. Identify and describe the relationship between two secants that intersect in the exterior of a circle.	<p><b>Properties of Plane Figures:</b></p> <p>Use relationships among angles, arcs, and distances in a circle</p>
c. Identify and describe the relationship between a secant and a tangent that intersect in the exterior of a circle.	<p><b>Properties of Plane Figures:</b></p> <p>Use relationships among angles, arcs, and distances in a circle</p>



TABLE 2I

OKLAHOMA Geometry Standards	ACT Mathematics College Readiness Standards
<b>Standard 3: Coordinate Geometry</b>	
The student will solve problems with geometric figures in the coordinate plane.	
1. Use transformations (reflection, rotation, translation) within coordinate geometry (e.g., reflect points across the y-axis).	
2. Use coordinate geometry to find the distance between two points; the midpoint of a segment; and to calculate the slopes of parallel, perpendicular, horizontal, and vertical lines.	<b>Graphical Representations:</b> Determine the slope of a line from points or equations Find the midpoint of a line segment Interpret and use information from graphs in the coordinate plane Use the distance formula
3. Given a set of points determine the type of figure based on its properties (e.g., parallelogram, isosceles triangle, regular octagon).	<b>Properties of Plane Figures:</b> Draw conclusions based on a set of conditions

TABLE 2I

OKLAHOMA Geometry Standards	ACT Mathematics College Readiness Standards
<b>Standard 4: Angles, Triangles and Similar Polygons</b>	
The student will use the properties of angles, right triangles and similar polygons to solve problems.	
1. Solve problems using properties of angles (e.g., interior, exterior, complementary, vertical, angle sums, 30-60-90).	<p><b>Properties of Plane Figures:</b></p> <p>Find the measure of an angle using properties of parallel lines</p> <p>Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., <math>90^\circ</math>, <math>180^\circ</math>, and <math>360^\circ</math>)</p> <p>Use several angle properties to find an unknown angle measure</p> <p>Use properties of isosceles triangles</p> <p>Apply properties of <math>30^\circ</math>-<math>60^\circ</math>-<math>90^\circ</math>, <math>45^\circ</math>-<math>45^\circ</math>-<math>90^\circ</math>, similar, and congruent triangles</p>
2. Use the Pythagorean Theorem and its converse to find missing side lengths and to determine acute, right, and obtuse triangles.	<p><b>Properties of Plane Figures:</b></p> <p>Recognize Pythagorean triples</p> <p>Use the Pythagorean theorem</p>
3. Apply the 45-45-90 and 30-60-90 right triangle relationships to solve problems.	<p><b>Properties of Plane Figures:</b></p> <p>Apply properties of <math>30^\circ</math>-<math>60^\circ</math>-<math>90^\circ</math>, <math>45^\circ</math>-<math>45^\circ</math>-<math>90^\circ</math>, similar, and congruent triangles</p>
4. Express the trigonometric functions as ratios and derive the relationship between sine, cosine, and tangent ratios, and use to solve real-world problems.	<p><b>Functions:</b></p> <p>Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths</p> <p>Apply basic trigonometric ratios to solve right-triangle problems</p> <p>Use trigonometric concepts and basic identities to solve problems</p>
5. Similar Polygons	
a. Use similar figures to construct ratios and solve for a missing side.	<p><b>Properties of Plane Figures:</b></p> <p>Apply properties of <math>30^\circ</math>-<math>60^\circ</math>-<math>90^\circ</math>, <math>45^\circ</math>-<math>45^\circ</math>-<math>90^\circ</math>, similar, and congruent triangles</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p>
b. Use ratios of similar figures to find linear distance, perimeter, area, and volume.	<p><b>Properties of Plane Figures:</b></p> <p>Apply properties of <math>30^\circ</math>-<math>60^\circ</math>-<math>90^\circ</math>, <math>45^\circ</math>-<math>45^\circ</math>-<math>90^\circ</math>, similar, and congruent triangles</p> <p>Draw conclusions based on a set of conditions</p> <p>Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas</p> <p><b>Measurement:</b></p> <p>Use relationships involving area, perimeter, and volume of geometric figures to compute another measure</p>

TABLE 2J

OKLAHOMA Algebra II Standards	ACT Mathematics College Readiness Standards
<b>Standard 1: Number Systems and Algebraic Operations</b>	
The student will perform operations with real numbers, complex numbers and matrices.	
1. Define and perform operations on real and complex numbers.	<p><b>Basic Operations &amp; Applications:</b> Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p> <p><b>Numbers: Concepts &amp; Properties:</b> Apply properties of complex numbers</p>
2. Convert expressions from radical notations and vice versa.	<p><b>Numbers: Concepts &amp; Properties:</b> Work with squares and square roots of numbers</p>
3. Matrices	
a. Add, subtract, and multiply matrices to solve problems.	
b. Find the inverse and determinant of a matrix to solve problems.	
c. Use matrices to solve systems of equations.	

TABLE 2J

OKLAHOMA Algebra II Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
The student will use functions and relations to solve problems.	
1. Recognize the parent graph of the function $y = x^2$ and predict the effects of transformations on the parent graph (e.g., $y = x^2 + 3$ shifts the graph up 3, $y = 3x^2$ creates vertical stretching by a factor of 3).	<p><b>Graphical Representations:</b></p> <p>Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math></p>
2. Solve, graph and analyze systems of linear equations and inequalities.	<p><b>Probability, Statistics, &amp; Data Analysis:</b></p> <p>Manipulate data from tables and graphs</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Find solutions to systems of linear equations</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>Graphical Representations:</b></p> <p>Locate points in the coordinate plane</p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Solve problems integrating multiple algebraic and/or geometric concepts</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
3. Solve quadratic equations by graphing, factoring, completing the square and quadratic formula.	<p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Identify solutions to simple quadratic equations</p> <p>Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</p> <p>Solve quadratic equations</p> <p><b>Graphical Representations:</b></p> <p>Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math></p> <p>Solve problems integrating multiple algebraic and/or geometric concepts</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
4. Compare the relationship between the x-intercepts (zeros) of a quadratic function and the roots of a quadratic equation to solve problems.	<p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Solve quadratic equations</p>
5. Interpret the maximum and minimum value and the y-intercept of a quadratic function.	<p><b>Graphical Representations:</b></p> <p>Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)</p> <p>Identify characteristics of graphs based on a set of conditions or on a general equation such as <math>y = ax^2 + c</math></p>

TABLE 2J

OKLAHOMA Algebra II Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
6. Identify, graph, and write the equations of the conic sections.	<b>Graphical Representations:</b> Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$
7. Define and distinguish between relations and functions.	
8. Use functional notation and specify domain and range.	<b>Functions:</b> Evaluate quadratic functions, expressed in function notation, at integer values Evaluate polynomial functions, expressed in function notation, at integer values
9. Find and graph the inverse of a function.	<b>Expressions, Equations, &amp; Inequalities:</b> Manipulate expressions and equations <b>Graphical Representations:</b> Locate points in the coordinate plane Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane
10. Exponential and Logarithmic Functions	
a. Interpret and graph exponential and logarithmic functions.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of logarithms and geometric sequences
b. Apply the inverse relationship between exponential and logarithmic functions.	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of logarithms and geometric sequences
c. Use exponential and logarithmic functions to solve problems (e.g., compound interest, exponential growth or exponential decay).	<b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of logarithms and geometric sequences
11. Solve multistep problems using concepts such as rate, distance, ratio and proportion, average, and percent.	<b>Basic Operations &amp; Applications:</b> Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour) Solve word problems containing several rates, proportions, or percentages Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)

TABLE 2J

OKLAHOMA Algebra II Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
	<p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)</p> <p>Manipulate expressions and equations</p> <p>Write expressions, equations, and inequalities for common algebra settings</p> <p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p>
12. Polynomials	
a. Use synthetic division to find the solutions of a polynomial.	<p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Manipulate expressions and equations</p> <p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p>
b. Use factoring to find the solutions of a polynomial.	<p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Add and subtract simple algebraic expressions</p> <p>Multiply two binomials</p> <p>Add, subtract, and multiply polynomials</p> <p>Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)</p> <p>Manipulate expressions and equations</p> <p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p>
c. Graph a polynomial and identify the x- and y-intercepts, relative maximums and relative minimums.	<p><b>Expressions, Equations, &amp; Inequalities:</b></p> <p>Manipulate expressions and equations</p> <p>Write expressions that require planning and/or manipulating to accurately model a situation</p> <p>Write equations and inequalities that require planning, manipulating, and/or solving</p> <p><b>Graphical Representations:</b></p> <p>Interpret and use information from graphs in the coordinate plane</p> <p>Solve problems integrating multiple algebraic and/or geometric concepts</p> <p>Analyze and draw conclusions based on information from graphs in the coordinate plane</p>

TABLE 2J

OKLAHOMA Algebra II Standards	ACT Mathematics College Readiness Standards
<b>Standard 2: Relations and Functions</b>	
13. Rational Expressions and Equations	
a. Simplify rational expressions.	<p><b>Numbers: Concepts &amp; Properties:</b>            Work with squares and square roots of numbers            Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p>
b. Solve rational equations.	<p><b>Numbers: Concepts &amp; Properties:</b>            Work with squares and square roots of numbers            Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers</p> <p><b>Expressions, Equations, &amp; Inequalities:</b>            Write expressions, equations, and inequalities for common algebra settings            Write expressions that require planning and/or manipulating to accurately model a situation            Write equations and inequalities that require planning, manipulating, and/or solving</p>
c. Graph rational expressions and identify x- and y-intercepts, horizontal asymptotes and vertical asymptotes.	<p><b>Numbers: Concepts &amp; Properties:</b>            Determine when an expression is undefined</p> <p><b>Graphical Representations:</b>            Interpret and use information from graphs in the coordinate plane            Solve problems integrating multiple algebraic and/or geometric concepts            Analyze and draw conclusions based on information from graphs in the coordinate plane</p>

TABLE 2J

OKLAHOMA Algebra II Standards	ACT Mathematics College Readiness Standards
<b>Standard 3: Data Analysis and Statistics</b>	
The student will use data analysis and statistics to formulate and justify predictions from a set of data.	
1. Collect data involving two variables and display on a scatter plot, interpret results using a linear, exponential or quadratic model/equation and identify whether the model/equation is a curve of best fit for the data.	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p><b>Graphical Representations:</b> Interpret and use information from graphs in the coordinate plane Solve problems integrating multiple algebraic and/or geometric concepts Analyze and draw conclusions based on information from graphs in the coordinate plane</p>
2. Analyze and synthesize data using measures of central tendency and standard deviation.	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Calculate or use a weighted average Distinguish between mean, median, and mode for a list of numbers</p>
3. Identify how given outliers affect representations of data (e.g., a regression line may be strongly affected by a few aberrant points while the same aberrant points might indicate a mistake on a scatter plot).	<p><b>Probability, Statistics, &amp; Data Analysis:</b> Interpret and use information from figures, tables, and graphs Analyze and draw conclusions based on information from figures, tables, and graphs</p>
4. Differentiate between arithmetic and geometric sequences and series.	<p><b>Numbers: Concepts &amp; Properties:</b> Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Exhibit knowledge of logarithms and geometric sequences</p>



**SUPPLEMENT  
TABLES 3A–3K  
SCIENCE**

TABLE 3A

OKLAHOMA Grades 7–8 Science Process Standards	EXPLORE Science College Readiness Standards
<p><b>Process Standard 1: Observe and Measure</b></p>	
<p>Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.</p>	<p><b>Interpretation of Data:</b>                      Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)                      Select two or more pieces of data from a simple data presentation                      Compare or combine data from a simple data presentation (e.g., order or sum data from a table)                      Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>
<p>2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches) when measuring objects, organisms, and/or events.</p>	<p><b>Scientific Investigation:</b>                      Understand the methods and tools used in a simple experiment</p>
<p>3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring objects, organisms, and/or events.</p>	<p><b>Interpretation of Data:</b>                      Understand basic scientific terminology</p>

TABLE 3A

OKLAHOMA Grades 7–8 Science Process Standards	EXPLORE Science College Readiness Standards
<b>Process Standard 2: Classify</b>	
Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.	
1. Use observable properties to place an object, organism, and/or event into a classification system (e.g., dichotomous keys).	<b>Interpretation of Data:</b> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology
2. Identify properties by which a set of objects, organisms, and/or events could be ordered.	<b>Interpretation of Data:</b> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)

TABLE 3A

OKLAHOMA Grades 7–8 Science Process Standards	EXPLORE Science College Readiness Standards
<b>Process Standard 3: Experiment</b>	
Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.	
1. Ask questions about the world and design investigations that lead to scientific inquiry.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
2. Evaluate the design of a scientific investigation.	<b>Interpretation of Data:</b> Understand basic scientific terminology Determine how the value of one variable changes as the value of another variable changes in a simple data presentation <b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
3. Identify variables and/or controls in an experimental setup; independent (tested/experimental) variable and dependent (measured) variable.	<b>Scientific Investigation:</b> Understand a simple experimental design Identify a control in an experiment
4. Identify a testable hypothesis for an experiment.	
5. Design and conduct experiments.	<b>Scientific Investigation:</b> Understand a simple experimental design
6. Recognize potential hazards and practice safety procedures in all science activities.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design

TABLE 3A

OKLAHOMA Grades 7–8 Science Process Standards	EXPLORE Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.	
1. Report data in an appropriate method when given an experimental procedure or data.	<b>Interpretation of Data:</b> Translate information into a table, graph, or diagram
2. Interpret data tables, line, bar, trend, and/or circle graphs.	<b>Interpretation of Data:</b> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) Interpolate between data points in a table or graph
3. Evaluate data to develop reasonable explanations, and/or predictions.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
4. Accept or reject hypotheses when given results of an investigation.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
5. Communicate scientific procedures and explanations.	

TABLE 3A

OKLAHOMA Grades 7–8 Science Process Standards	EXPLORE Science College Readiness Standards
<b>Process Standard 5: Inquiry</b>	
Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.	
1. Use systematic observations, make accurate measurements, and identify and control variables.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design
2. Use technology to gather data and analyze results of investigations.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment
3. Review data, summarize data, and form logical conclusions.	<b>Interpretation of Data:</b> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Select two or more pieces of data from a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) <b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
4. Formulate and evaluate explanations proposed by examining and comparing evidence, pointing out statements that go beyond evidence, and suggesting alternative explanations.	<b>Interpretation of Data:</b> Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) <b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Identify key issues or assumptions in a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Identify strengths and weaknesses in one or more models

TABLE 3B

OKLAHOMA Grade 7 Physical Science Standards	EXPLORE Science College Readiness Standards
<b>Standard 1: Properties and Physical Changes in Matter</b>	
<p><u>Physical characteristics of objects can be described using shape, size, and mass whereas the materials from which objects are made can be described using color and texture.</u>                      The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Matter has physical properties that can be measured (i.e., mass, volume, temperature, color, texture, and density). Physical changes of a substance do not alter the chemical nature of a substance (e.g., phase changes of water and/or sanding wood).</u></p>	
<p>2. <u>A mixture of substances often can be separated into the original substance using one or more of the physical properties.</u></p>	

TABLE 3B

OKLAHOMA Grade 7 Life Science Standards	EXPLORE Science College Readiness Standards
<b>Standard 2: Structure and Function in Living Systems</b>	
<u>Living systems at all levels of organization demonstrate the complementary nature of structure and function.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:	
1. <u>Living systems are organized by levels of complexity (i.e., cells, tissues, organs, and/or systems).</u>	
2. <u>Specialized structures perform specific functions at all levels of complexity (e.g., leaves on trees and wings on birds).</u>	



TABLE 3B

OKLAHOMA Grade 7 Life Science Standards	EXPLORE Science College Readiness Standards
<b>Standard 3: Reproduction and Heredity</b>	
<p><u>Reproduction is the process by which organisms give rise to offspring. Heredity is the passing of traits to offspring. All organisms must be able to grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Characteristics of an organism result from inheritance and from interactions with the environment.</u></p>	
<p>2. <u>Reproduction is essential for species survival. Individual organisms with certain traits are more likely to survive and produce offspring.</u></p>	

TABLE 3B

OKLAHOMA Grade 7 Life Science Standards	EXPLORE Science College Readiness Standards
<b>Standard 4: Behavior and Regulations</b>	
<p><u>All organisms must be able to grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment. Behavioral response is a set of actions determined in part by heredity and in part by experience.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Living organisms strive to maintain a constant internal environment (i.e., temperature regulation).</u></p>	
<p>2. <u>Living organisms have physical and/or behavioral responses to external stimuli (e.g., hibernation, migration, plant growth).</u></p>	

TABLE 3B

OKLAHOMA Grade 7 Earth/Space Science Standards	EXPLORE Science College Readiness Standards
<b>Standard 5: Structures of the Earth System</b>	
<p><u>The earth is mostly rock, three-fourths of its surface is covered by a relatively thin layer of water, and the entire planet is surrounded by a relatively thin blanket of air, and is able to support life.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Global patterns of atmospheric movement influence local weather such as oceans' effect on climate.</u></p>	
<p>2. <u>Clouds, formed by the condensation of water vapor, affect local weather and climate.</u></p>	

TABLE 3B

OKLAHOMA Grade 7 Earth/Space Science Standards	EXPLORE Science College Readiness Standards
<b>Standard 6: Earth and the Solar System</b>	
<p><u>The earth is the third planet from the sun in a system that includes the moon, the sun, eight other planets and their moons, and smaller objects, such as, asteroids and comets.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Most objects in the solar system are in regular and predictable motion. Those motions explain such phenomena as the day, the year, phases of the moon, and eclipses.</u></p>	
<p>2. <u>Seasons result from variations in the amount of the sun's energy hitting the surface, due to the tilt of the earth's rotation on its axis and the length of the day.</u></p>	

TABLE 3C

OKLAHOMA Grade 8 Physical Science Standards	EXPLORE Science College Readiness Standards
<b>Standard 1: Properties and Chemical Changes in Matter</b>	
<p><u>Physical characteristics of objects can be described using shape, size, and mass. The materials from which objects are made can be described using color, texture, and hardness. These properties can be used to distinguish and separate one substance from another.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Substances react chemically with other substances to form new substances with different characteristics (e.g., rusting, burning, reaction between baking soda and vinegar).</u></p>	
<p>2. <u>Matter has physical properties that can be measured (i.e., mass, volume, temperature, color, texture, density, and hardness). In chemical reactions and physical changes, matter is conserved (e.g., compare and contrast physical and chemical changes).</u></p>	

TABLE 3C

OKLAHOMA Grade 8 Physical Science Standards	EXPLORE Science College Readiness Standards
<b>Standard 2: Motions and Forces</b>	
<p><u>The motion of an object can be described by its position, direction of motion, and speed.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>The motion of an object can be measured. The position of an object, its speed and direction can be represented on a graph.</u></p>	
<p>2. <u>An object that is not being subjected to a net force will continue to move at a constant velocity (in a straight line and a constant speed).</u></p>	

TABLE 3C

OKLAHOMA Grade 8 Life Science Standards	EXPLORE Science College Readiness Standards
<b>Standard 3: Diversity and Adaptations of Organisms</b>	
<p><u>Millions of species of animals, plants, and microorganisms are alive today. Although different species might look dissimilar, the unity among organisms becomes apparent from an analysis of internal and external structures. Adaptation involves the selection of naturally occurring variations in populations.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>By classifying organisms, biologists consider details of internal and external structure.</u></p>	
<p>2. <u>Organisms have a great variety of internal and external structures that enable them to survive in a specific habitat such as echolocation of bats and seed dispersal methods.</u></p>	

TABLE 3C

OKLAHOMA Grade 8 Earth/Space Science Standards	EXPLORE Science College Readiness Standards
<p><b>Standard 4: Structures and Forces of the Earth and Solar System</b></p>	
<p><u>The earth is mostly rock, three-fourths of its surface is covered by a relatively thin layer of water, and the entire planet is surrounded by a relatively thin blanket of air, and is able to support life.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Landforms result from constructive forces such as crustal deformation, volcanic eruption, and deposition of sediment and destructive forces such as weathering and erosion.</u></p>	
<p>2. <u>The formation, weathering, sedimentation, and reformation of rock constitute a continuing "rock cycle" in which the total amount of material stays the same as its form changes.</u></p>	
<p>3. <u>Gravity is the force that governs the motion of the solar system and holds us to the earth's surface.</u></p>	



TABLE 3C

OKLAHOMA Grade 8 Earth/Space Science Standards	EXPLORE Science College Readiness Standards
<b>Standard 5: Earth's History</b>	
<p><u>The Earth's history involves periodic changes in the structures of the earth over time.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Earth's history has been punctuated by occasional catastrophic events, such as the impact of asteroids or comets, enormous volcanic eruptions, periods of continental glaciation, and the rise and fall of sea level.</u></p>	
<p>2. <u>Fossils provide important evidence of how life and environmental conditions have changed.</u></p>	

TABLE 3D

OKLAHOMA Physical Science Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 1: Observe and Measure</b>	
Observing is the first action taken by the learner to acquire new information about an object or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.	
1. Identify qualitative and quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>
2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches) when measuring objects and/or events.	<p><b>Scientific Investigation:</b></p> <p>Understand the methods and tools used in a simple experiment</p>
3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e. micro-, milli-, centi-, and kilo-) when measuring objects and/or events.	<p><b>Interpretation of Data:</b></p> <p>Understand basic scientific terminology</p>

TABLE 3D

OKLAHOMA Physical Science Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 2: Classify</b>	
Classifying establishes order. Objects and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.	
1. <b>Using observable properties, place an object or event into a classification system.</b>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p>
2. <b>Identify the properties by which a classification system is based.</b>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>

TABLE 3D

OKLAHOMA Physical Science Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 3: Experiment</b>	
Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.	
1. Evaluate the design of a physical science investigation.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
2. Identify the independent variables, dependent variables, and controls in an experiment.	<b>Interpretation of Data:</b> Understand basic scientific terminology Determine how the value of one variable changes as the value of another variable changes in a simple data presentation <b>Scientific Investigation:</b> Understand a simple experimental design Identify a control in an experiment
3. Use mathematics to show relationships within a given set of observations.	<b>Interpretation of Data:</b> Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Identify and/or use a simple (e.g., linear) mathematical relationship between data
4. Identify a hypothesis for a given problem in physical science investigations.	<b>Scientific Investigation:</b> Determine the hypothesis for an experiment
5. Recognize potential hazards and practice safety procedures in all physical science activities.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design

TABLE 3D

OKLAHOMA Physical Science Process Standards	PLAN Science College Readiness Standards
<p><b>Process Standard 4: Interpret and Communicate</b></p>	
<p>Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Select appropriate predictions based on previously observed patterns of evidence.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>
<p>2. Report data in an appropriate manner.</p>	
<p>3. <b>Interpret data tables, line, bar, trend, and/or circle graphs.</b></p>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Interpolate between data points in a table or graph</p> <p>Extrapolate from data points in a table or graph</p>
<p>4. <b>Accept or reject hypotheses when given results of a physical science investigation.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>

TABLE 3D

OKLAHOMA Physical Science Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
5. Evaluate experimental data to draw the most logical conclusion.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
6. Prepare a written report describing the sequence, results, and interpretation of a physical science investigation or event.	
7. Communicate or defend scientific thinking that resulted in conclusions.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Determine whether new information supports or weakens a model, and why
8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.	<b>Interpretation of Data:</b> Translate information into a table, graph, or diagram

TABLE 3D

OKLAHOMA Physical Science Process Standards	PLAN Science College Readiness Standards
<p><b>Process Standard 5: Model</b></p>	
<p>Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. Interpret a model which explains a given set of observations.</p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b>                      Identify key issues or assumptions in a model                      Identify strengths and weaknesses in one or more models</p>
<p>2. Select predictions based on models.</p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b>                      Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model                      Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>
<p>3. Compare a given model to the physical world.</p>	

TABLE 3D

OKLAHOMA Physical Science Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 6: Inquiry</b>	
Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.	
1. <b>Formulate a testable hypothesis and design an appropriate experiment relating to the physical world.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment
2. <b>Design and conduct physical science investigations in which variables are identified and controlled.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
3. <b>Use a variety of technologies, such as hand tools, measuring instruments, and computers to collect, analyze, and display data.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment
4. Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.	



TABLE 3D

OKLAHOMA Physical Science Standards	PLAN Science College Readiness Standards
<b>Standard 1: Structure and Properties of Matter</b>	
<p><u>All matter is made up of atoms. Its structure is made up of repeating patterns and has characteristic properties.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Matter is made up of minute particles called atoms, and atoms are composed of even smaller components (i.e., protons, neutrons, and electrons).</u></p>	
<p>2. <u>An element is composed of a single type of atoms. When elements are listed in order according to the number of protons (called the atomic number), repeating patterns of physical and chemical properties identify families of elements with similar properties.</u></p>	
<p>3. <u>Matter has characteristic properties, such as boiling points, melting points, and density, which distinguish pure substances and can be used to separate one substance from another.</u></p>	

TABLE 3D

OKLAHOMA Physical Science Standards	PLAN Science College Readiness Standards
<b>Standard 2: Motion and Forces</b>	
<p><u>The motion of an object can be described by its position, direction of motion, and speed. A change in motion occurs when a net force is applied.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Objects change their motion only when a net force is applied. Laws of motion are used to determine the effects of forces on the motion of objects.</u></p>	
<p>2. <u>Gravitation is a universal force that each mass exerts on any other mass.</u></p>	

TABLE 3D

OKLAHOMA Physical Science Standards	PLAN Science College Readiness Standards
<b>Standard 3: Interactions of Energy and Matter</b>	
<p><u>Energy, such as potential, kinetic, and field, interacts with matter and is transferred during these interactions.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>All energy can be considered to be either kinetic energy, which is the energy of motion; potential energy, which depends on relative position; or energy contained by a field, such as electromagnetic waves.</u></p>	
<p>2. <u>Waves, including sounds and seismic waves, waves on water, and light waves, have energy and can transfer energy when they interact with matter (such as used in telescopes, solar power, and telecommunication technology).</u></p>	

TABLE 3D

OKLAHOMA Physical Science Standards	PLAN Science College Readiness Standards
<b>Standard 4: The Earth System</b>	
<p><u>A system that has changed over time, which includes dynamic changes in the earth's crust, is the Earth system.</u>                      The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations.</u></p>	
<p>2. <u>The solid crust of the earth consists of separate plates that move very slowly pressing against one another in some places and pulling apart in other places (i.e., volcanoes, earthquakes and mountain building).</u></p>	

TABLE 3D

OKLAHOMA Physical Science Standards	PLAN Science College Readiness Standards
<b>Standard 5: The Universe</b>	
<p><u>The universe is an ever-changing system of matter and energy that exists now, in the past, and in the future.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>The stars differ from each other in size, temperature, and age, but they appear to be made up of the same elements that are found on the earth.</u></p>	
<p>2. <u>All stars have a life cycle including birth, development, and death. Fusion reactions in stars release great amounts of energy and matter over millions of years.</u></p>	

TABLE 3E

OKLAHOMA Physical Science Process Standards	ACT Science College Readiness Standards
<b>Process Standard 1: Observe and Measure</b>	
Observing is the first action taken by the learner to acquire new information about an object or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.	
1. Identify qualitative and quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>
2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches) when measuring objects and/or events.	<p><b>Scientific Investigation:</b></p> <p>Understand the methods and tools used in a simple experiment</p>
3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e. micro-, milli-, centi-, and kilo-) when measuring objects and/or events.	<p><b>Interpretation of Data:</b></p> <p>Understand basic scientific terminology</p>

TABLE 3E

OKLAHOMA Physical Science Process Standards	ACT Science College Readiness Standards
<p><b>Process Standard 2: Classify</b></p>	
<p>Classifying establishes order. Objects and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Using observable properties, place an object or event into a classification system.</b></p>	<p><b>Interpretation of Data:</b>            Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)            Select two or more pieces of data from a simple data presentation            Understand basic scientific terminology</p>
<p>2. <b>Identify the properties by which a classification system is based.</b></p>	<p><b>Interpretation of Data:</b>            Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)            Select two or more pieces of data from a simple data presentation            Understand basic scientific terminology            Compare or combine data from a simple data presentation (e.g., order or sum data from a table)            Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>

TABLE 3E

OKLAHOMA Physical Science Process Standards	ACT Science College Readiness Standards
<b>Process Standard 3: Experiment</b>	
Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.	
1. Evaluate the design of a physical science investigation.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
2. Identify the independent variables, dependent variables, and controls in an experiment.	<b>Interpretation of Data:</b> Understand basic scientific terminology Determine how the value of one variable changes as the value of another variable changes in a simple data presentation <b>Scientific Investigation:</b> Understand a simple experimental design Identify a control in an experiment
3. Use mathematics to show relationships within a given set of observations.	<b>Interpretation of Data:</b> Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Identify and/or use a simple (e.g., linear) mathematical relationship between data
4. Identify a hypothesis for a given problem in physical science investigations.	<b>Scientific Investigation:</b> Determine the hypothesis for an experiment
5. Recognize potential hazards and practice safety procedures in all physical science activities.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design



TABLE 3E

OKLAHOMA Physical Science Process Standards	ACT Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
<p>Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Select appropriate predictions based on previously observed patterns of evidence.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>
<p>2. Report data in an appropriate manner.</p>	
<p>3. <b>Interpret data tables, line, bar, trend, and/or circle graphs.</b></p>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Interpolate between data points in a table or graph</p> <p>Extrapolate from data points in a table or graph</p>
<p>4. <b>Accept or reject hypotheses when given results of a physical science investigation.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>

TABLE 3E

OKLAHOMA Physical Science Process Standards	ACT Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
5. Evaluate experimental data to draw the most logical conclusion.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
6. Prepare a written report describing the sequence, results, and interpretation of a physical science investigation or event.	
7. Communicate or defend scientific thinking that resulted in conclusions.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Determine whether new information supports or weakens a model, and why
8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.	<b>Interpretation of Data:</b> Translate information into a table, graph, or diagram

TABLE 3E

OKLAHOMA Physical Science Process Standards	ACT Science College Readiness Standards
<b>Process Standard 5: Model</b>	
Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard.	
1. Interpret a model which explains a given set of observations.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Identify key issues or assumptions in a model Identify strengths and weaknesses in one or more models
2. Select predictions based on models.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
3. Compare a given model to the physical world.	

TABLE 3E

OKLAHOMA Physical Science Process Standards	ACT Science College Readiness Standards
<p><b>Process Standard 6: Inquiry</b></p>	
<p>Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Formulate a testable hypothesis and design an appropriate experiment relating to the physical world.</b></p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment            Understand a simple experimental design            Identify a control in an experiment            Determine the hypothesis for an experiment</p>
<p>2. <b>Design and conduct physical science investigations in which variables are identified and controlled.</b></p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment            Understand a simple experimental design            Identify a control in an experiment</p>
<p>3. <b>Use a variety of technologies, such as hand tools, measuring instruments, and computers to collect, analyze, and display data.</b></p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment</p>
<p>4. Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.</p>	

TABLE 3E

OKLAHOMA Physical Science Standards	ACT Science College Readiness Standards
<b>Standard 1: Structure and Properties of Matter</b>	
<p><u>All matter is made up of atoms. Its structure is made up of repeating patterns and has characteristic properties.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Matter is made up of minute particles called atoms, and atoms are composed of even smaller components (i.e., protons, neutrons, and electrons).</u></p>	
<p>2. <u>An element is composed of a single type of atoms. When elements are listed in order according to the number of protons (called the atomic number), repeating patterns of physical and chemical properties identify families of elements with similar properties.</u></p>	
<p>3. <u>Matter has characteristic properties, such as boiling points, melting points, and density, which distinguish pure substances and can be used to separate one substance from another.</u></p>	

TABLE 3E

OKLAHOMA Physical Science Standards	ACT Science College Readiness Standards
<b>Standard 2: Motion and Forces</b>	
<p><u>The motion of an object can be described by its position, direction of motion, and speed. A change in motion occurs when a net force is applied.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Objects change their motion only when a net force is applied. Laws of motion are used to determine the effects of forces on the motion of objects.</u></p>	
<p>2. <u>Gravitation is a universal force that each mass exerts on any other mass.</u></p>	

TABLE 3E

OKLAHOMA Physical Science Standards	ACT Science College Readiness Standards
<b>Standard 3: Interactions of Energy and Matter</b>	
<p><u>Energy, such as potential, kinetic, and field, interacts with matter and is transferred during these interactions.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>All energy can be considered to be either kinetic energy, which is the energy of motion; potential energy, which depends on relative position; or energy contained by a field, such as electromagnetic waves.</u></p>	
<p>2. <u>Waves, including sounds and seismic waves, waves on water, and light waves, have energy and can transfer energy when they interact with matter (such as used in telescopes, solar power, and telecommunication technology).</u></p>	

TABLE 3E

OKLAHOMA Physical Science Standards	ACT Science College Readiness Standards
<b>Standard 4: The Earth System</b>	
<p><u>A system that has changed over time, which includes dynamic changes in the earth's crust, is the Earth system.</u>                      The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Geologic time can be estimated by observing rock sequences and using fossils to correlate the sequences at various locations.</u></p>	
<p>2. <u>The solid crust of the earth consists of separate plates that move very slowly pressing against one another in some places and pulling apart in other places (i.e., volcanoes, earthquakes and mountain building).</u></p>	



TABLE 3E

OKLAHOMA Physical Science Standards	ACT Science College Readiness Standards
<b>Standard 5: The Universe</b>	
<p><u>The universe is an ever-changing system of matter and energy that exists now, in the past, and in the future.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>The stars differ from each other in size, temperature, and age, but they appear to be made up of the same elements that are found on the earth.</u></p>	
<p>2. <u>All stars have a life cycle including birth, development, and death. Fusion reactions in stars release great amounts of energy and matter over millions of years.</u></p>	

TABLE 3F

OKLAHOMA Biology Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 1: Observe and Measure</b>	
Observing is the first action taken by the learner to acquire new information about an organism or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.	
1. Identify qualitative and quantitative changes in cells, organisms, populations, and ecosystems given conditions (e.g., temperature, mass, volume, time, position, length, quantity) before, during, and after an event.	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>
2. Use appropriate tools (e.g., microscope, pipette, metric ruler, graduated cylinder, thermometer, balances, stopwatches) when measuring cells, organisms, populations, and ecosystems.	<p><b>Scientific Investigation:</b></p> <p>Understand the methods and tools used in a simple experiment</p>
3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring cells, organisms, populations, and ecosystems.	<p><b>Interpretation of Data:</b></p> <p>Understand basic scientific terminology</p>

TABLE 3F

OKLAHOMA Biology Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 2: Classify</b>	
Classifying establishes order. Organisms and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.	
1. <b>Using observable properties, place cells, organisms, and/or events into a biological classification system.</b>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p>
2. <b>Identify the properties by which a biological classification system is based.</b>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>

TABLE 3F

OKLAHOMA Biology Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 3: Experiment</b>	
Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.	
1. Evaluate the design of a biology laboratory investigation.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
2. Identify the independent variables, dependent variables, and controls in an experiment.	<b>Interpretation of Data:</b> Understand basic scientific terminology Determine how the value of one variable changes as the value of another variable changes in a simple data presentation <b>Scientific Investigation:</b> Understand a simple experimental design Identify a control in an experiment
3. Use mathematics to show relationships within a given set of observations (e.g., population studies, biomass, probability).	<b>Interpretation of Data:</b> Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Identify and/or use a simple (e.g., linear) mathematical relationship between data
4. Identify a hypothesis for a given problem in biology investigations.	<b>Scientific Investigation:</b> Determine the hypothesis for an experiment
5. Recognize potential hazards and practice safety procedures in all biology activities.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design

TABLE 3F

OKLAHOMA Biology Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
<p>Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Select appropriate predictions based on previously observed patterns of evidence.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>
<p>2. Report data in an appropriate manner.</p>	
<p>3. <b>Interpret data tables, line, bar, trend, and/or circle graphs.</b></p>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Interpolate between data points in a table or graph</p> <p>Extrapolate from data points in a table or graph</p>
<p>4. <b>Accept or reject hypotheses when given results of a biological investigation.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>
<p>5. <b>Evaluate experimental data to draw the most logical conclusion.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>

TABLE 3F

OKLAHOMA Biology Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
6. Prepare a written report describing the sequence, results, and interpretation of a biological investigation or event.	
7. Communicate or defend scientific thinking that results in conclusions.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Determine whether new information supports or weakens a model, and why
8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description (e.g., population studies, plant growth, heart rate).	<b>Interpretation of Data:</b> Translate information into a table, graph, or diagram

TABLE 3F

OKLAHOMA Biology Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 5: Model</b>	
Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard.	
1. Interpret a biological model which explains a given set of observations.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Identify key issues or assumptions in a model Identify strengths and weaknesses in one or more models
2. Select predictions based on models such as pedigrees, life cycles, energy pyramids.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
3. Compare a given model to the living world.	

TABLE 3F

OKLAHOMA Biology Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 6: Inquiry</b>	
<p>Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Formulate a testable hypothesis and design an appropriate experiment relating to the living world.</b></p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment            Understand a simple experimental design            Identify a control in an experiment            Determine the hypothesis for an experiment</p>
<p>2. <b>Design and conduct biological investigations in which variables are identified and controlled.</b></p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment            Understand a simple experimental design            Identify a control in an experiment</p>
<p>3. <b>Use a variety of technologies, such as hand tools, microscopes, measuring instruments, and computers to collect, analyze, and display data.</b></p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment</p>
<p>4. Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.</p>	



TABLE 3F

OKLAHOMA Biology Standards	PLAN Science College Readiness Standards
<b>Standard 1: The Cell</b>	
<p><u>Cells are the fundamental unit of life, composed of a variety of structures that perform functions necessary to maintain life.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Cells are composed of a variety of structures such as the nucleus, cell membrane, cell wall, cytoplasm, ribosomes, mitochondria, and chloroplasts.</u></p>	
<p>2. <u>Cells can differentiate and may develop into complex multicellular organisms (i.e., cells, tissues, organs, organ systems, organisms).</u></p>	

TABLE 3F

OKLAHOMA Biology Standards	PLAN Science College Readiness Standards
<b>Standard 2: The Molecular Basis of Heredity</b>	
<p><u>DNA determines the characteristics of organisms.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Cells function according to the information contained in the master code of DNA (i.e., cell cycle, DNA to DNA, and DNA to RNA).</u> Transfer RNA and protein synthesis will be taught in life science courses with rigor greater than Biology I.</p>	
<p>2. <u>A sorting and recombination of genes in reproduction results in a great variety of possible gene combinations from the offspring of any two parents (i.e., Punnett squares and pedigrees).</u> Students will understand the following concepts in a single trait cross: <u>alleles, dominant trait, recessive trait, phenotype, genotype, homozygous, and heterozygous.</u></p>	

TABLE 3F

OKLAHOMA Biology Standards	PLAN Science College Readiness Standards
<b>Standard 3: Biological Diversity</b>	
<p><u>Diversity of species is developed through gradual processes over many generations.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Different species might look dissimilar, but the unity among organisms becomes apparent from an analysis of internal structures, the similarity of their chemical processes, and the evidence of common ancestry (e.g., homologous and analogous structures).</u></p>	
<p>2. <u>Species acquire many of their unique characteristics through biological adaptation, which involves the selection of naturally occurring variations in populations. Biological adaptations include changes in structures, behaviors, or physiology, which may enhance or limit the survival and reproductive success in a particular environment.</u></p>	

TABLE 3F

OKLAHOMA Biology Standards	PLAN Science College Readiness Standards
<b>Standard 4: The Interdependence of Organisms</b>	
<p><u>Interrelationships and interactions between and among organisms in an environment is the interdependence of organisms.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Matter on the earth cycles among the living and nonliving components of the biosphere.</u></p>	
<p>2. <u>Organisms both cooperate and compete in ecosystems (i.e., parasitism and symbiosis).</u></p>	
<p>3. <u>Living organisms have the capacity to produce populations of infinite size, but environments and resources limit population size (i.e., carrying capacity and limiting factors).</u></p>	

TABLE 3F

OKLAHOMA Biology Standards	PLAN Science College Readiness Standards
<b>Standard 5: Matter, Energy, and Organization in Living Systems</b>	
<p><u>Living systems require a continuous input of energy to maintain their chemical and physical organizations.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>The complexity and organization of organisms accommodates the need for obtaining, transforming, transporting, releasing, and eliminating the matter and energy used to sustain the organism (i.e., photosynthesis and cellular respiration).</u></p>	
<p>2. <u>As matter and energy flow through different levels of organization of living systems and between living systems and the physical environment, chemical elements are recombined in different ways by different structures. Matter and energy are conserved in each change (i.e., water cycle, carbon cycle, nitrogen cycle, food webs, and energy pyramids).</u></p>	

TABLE 3F

OKLAHOMA Biology Standards	PLAN Science College Readiness Standards
<b>Standard 6: The Behavior of Organisms</b>	
<p><u>Organisms have behavioral responses to internal changes and to external stimuli.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Specialized cells enable organisms to monitor what is going on in the world around them (e.g., detect light, sound, specific chemicals, gravity, plant tropism, sense organs, homeostasis).</u></p>	
<p>2. <u>Responses to external stimuli can result from interactions with the organism's own species and others, as well as environmental changes; these responses either can be innate or learned. Broad patterns of behavior exhibited by animals have changed over time to ensure reproductive success.</u></p>	

TABLE 3G

OKLAHOMA Biology Process Standards	ACT Science College Readiness Standards
<p><b>Process Standard 1: Observe and Measure</b></p>	
<p>Observing is the first action taken by the learner to acquire new information about an organism or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. Identify qualitative and quantitative changes in cells, organisms, populations, and ecosystems given conditions (e.g., temperature, mass, volume, time, position, length, quantity) before, during, and after an event.</p>	<p><b>Interpretation of Data:</b>            Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)            Select two or more pieces of data from a simple data presentation            Compare or combine data from a simple data presentation (e.g., order or sum data from a table)            Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>
<p>2. Use appropriate tools (e.g., microscope, pipette, metric ruler, graduated cylinder, thermometer, balances, stopwatches) when measuring cells, organisms, populations, and ecosystems.</p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment</p>
<p>3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring cells, organisms, populations, and ecosystems.</p>	<p><b>Interpretation of Data:</b>            Understand basic scientific terminology</p>

TABLE 3G

OKLAHOMA Biology Process Standards	ACT Science College Readiness Standards
<b>Process Standard 2: Classify</b>	
Classifying establishes order. Organisms and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.	
1. <b>Using observable properties, place cells, organisms, and/or events into a biological classification system.</b>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p>
2. <b>Identify the properties by which a biological classification system is based.</b>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>



TABLE 3G

OKLAHOMA Biology Process Standards	ACT Science College Readiness Standards
<b>Process Standard 3: Experiment</b>	
Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.	
1. Evaluate the design of a biology laboratory investigation.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
2. Identify the independent variables, dependent variables, and controls in an experiment.	<b>Interpretation of Data:</b> Understand basic scientific terminology Determine how the value of one variable changes as the value of another variable changes in a simple data presentation <b>Scientific Investigation:</b> Understand a simple experimental design Identify a control in an experiment
3. Use mathematics to show relationships within a given set of observations (e.g., population studies, biomass, probability).	<b>Interpretation of Data:</b> Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Identify and/or use a simple (e.g., linear) mathematical relationship between data
4. Identify a hypothesis for a given problem in biology investigations.	<b>Scientific Investigation:</b> Determine the hypothesis for an experiment
5. Recognize potential hazards and practice safety procedures in all biology activities.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design

TABLE 3G

OKLAHOMA Biology Process Standards	ACT Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
<p>Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Select appropriate predictions based on previously observed patterns of evidence.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>
<p>2. Report data in an appropriate manner.</p>	
<p>3. <b>Interpret data tables, line, bar, trend, and/or circle graphs.</b></p>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Interpolate between data points in a table or graph</p> <p>Extrapolate from data points in a table or graph</p>
<p>4. <b>Accept or reject hypotheses when given results of a biological investigation.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>
<p>5. <b>Evaluate experimental data to draw the most logical conclusion.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>

TABLE 3G

OKLAHOMA Biology Process Standards	ACT Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
6. Prepare a written report describing the sequence, results, and interpretation of a biological investigation or event.	
7. Communicate or defend scientific thinking that results in conclusions.	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</p> <p>Determine whether new information supports or weakens a model, and why</p>
8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description (e.g., population studies, plant growth, heart rate).	<p><b>Interpretation of Data:</b></p> <p>Translate information into a table, graph, or diagram</p>

TABLE 3G

OKLAHOMA Biology Process Standards	ACT Science College Readiness Standards
<b>Process Standard 5: Model</b>	
Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard.	
1. Interpret a biological model which explains a given set of observations.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Identify key issues or assumptions in a model Identify strengths and weaknesses in one or more models
2. Select predictions based on models such as pedigrees, life cycles, energy pyramids.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
3. Compare a given model to the living world.	

TABLE 3G

OKLAHOMA Biology Process Standards	ACT Science College Readiness Standards
<b>Process Standard 6: Inquiry</b>	
<p>Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Formulate a testable hypothesis and design an appropriate experiment relating to the living world.</b></p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment            Understand a simple experimental design            Identify a control in an experiment            Determine the hypothesis for an experiment</p>
<p>2. <b>Design and conduct biological investigations in which variables are identified and controlled.</b></p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment            Understand a simple experimental design            Identify a control in an experiment</p>
<p>3. <b>Use a variety of technologies, such as hand tools, microscopes, measuring instruments, and computers to collect, analyze, and display data.</b></p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment</p>
<p>4. Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.</p>	

TABLE 3G

OKLAHOMA Biology Standards	ACT Science College Readiness Standards
<b>Standard 1: The Cell</b>	
<p><u>Cells are the fundamental unit of life, composed of a variety of structures that perform functions necessary to maintain life.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Cells are composed of a variety of structures such as the nucleus, cell membrane, cell wall, cytoplasm, ribosomes, mitochondria, and chloroplasts.</u></p>	
<p>2. <u>Cells can differentiate and may develop into complex multicellular organisms (i.e., cells, tissues, organs, organ systems, organisms).</u></p>	

TABLE 3G

OKLAHOMA Biology Standards	ACT Science College Readiness Standards
<b>Standard 2: The Molecular Basis of Heredity</b>	
<p><u>DNA determines the characteristics of organisms.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Cells function according to the information contained in the master code of DNA (i.e., cell cycle, DNA to DNA, and DNA to RNA).</u> Transfer RNA and protein synthesis will be taught in life science courses with rigor greater than Biology I.</p>	
<p>2. <u>A sorting and recombination of genes in reproduction results in a great variety of possible gene combinations from the offspring of any two parents (i.e., Punnett squares and pedigrees).</u> Students will understand the following concepts in a single trait cross: <u>alleles, dominant trait, recessive trait, phenotype, genotype, homozygous, and heterozygous.</u></p>	

TABLE 3G

OKLAHOMA Biology Standards	ACT Science College Readiness Standards
<b>Standard 3: Biological Diversity</b>	
<p><u>Diversity of species is developed through gradual processes over many generations.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Different species might look dissimilar, but the unity among organisms becomes apparent from an analysis of internal structures, the similarity of their chemical processes, and the evidence of common ancestry (e.g., homologous and analogous structures).</u></p>	
<p>2. <u>Species acquire many of their unique characteristics through biological adaptation, which involves the selection of naturally occurring variations in populations. Biological adaptations include changes in structures, behaviors, or physiology, which may enhance or limit the survival and reproductive success in a particular environment.</u></p>	



TABLE 3G

OKLAHOMA Biology Standards	ACT Science College Readiness Standards
<b>Standard 4: The Interdependence of Organisms</b>	
<p><u>Interrelationships and interactions between and among organisms in an environment is the interdependence of organisms.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Matter on the earth cycles among the living and nonliving components of the biosphere.</u></p>	
<p>2. <u>Organisms both cooperate and compete in ecosystems (i.e., parasitism and symbiosis).</u></p>	
<p>3. <u>Living organisms have the capacity to produce populations of infinite size, but environments and resources limit population size (i.e., carrying capacity and limiting factors).</u></p>	

TABLE 3G

OKLAHOMA Biology Standards	ACT Science College Readiness Standards
<b>Standard 5: Matter, Energy, and Organization in Living Systems</b>	
<p><u>Living systems require a continuous input of energy to maintain their chemical and physical organizations.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>The complexity and organization of organisms accommodates the need for obtaining, transforming, transporting, releasing, and eliminating the matter and energy used to sustain the organism (i.e., photosynthesis and cellular respiration).</u></p>	
<p>2. <u>As matter and energy flow through different levels of organization of living systems and between living systems and the physical environment, chemical elements are recombined in different ways by different structures. Matter and energy are conserved in each change (i.e., water cycle, carbon cycle, nitrogen cycle, food webs, and energy pyramids).</u></p>	

TABLE 3G

OKLAHOMA Biology Standards	ACT Science College Readiness Standards
<b>Standard 6: The Behavior of Organisms</b>	
<p><u>Organisms have behavioral responses to internal changes and to external stimuli.</u> The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Specialized cells enable organisms to monitor what is going on in the world around them (e.g., detect light, sound, specific chemicals, gravity, plant tropism, sense organs, homeostasis).</u></p>	
<p>2. <u>Responses to external stimuli can result from interactions with the organism's own species and others, as well as environmental changes; these responses either can be innate or learned. Broad patterns of behavior exhibited by animals have changed over time to ensure reproductive success.</u></p>	

TABLE 3H

OKLAHOMA Chemistry Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 1: Observe and Measure</b>	
Observing is the first action taken by the learner to acquire new information about an object or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.	
1. Identify qualitative changes in reactions and quantitative changes in chemical reactions given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>
2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches) when measuring objects and/or events.	<p><b>Scientific Investigation:</b></p> <p>Understand the methods and tools used in a simple experiment</p>
3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring mass volume and temperature.	<p><b>Interpretation of Data:</b></p> <p>Understand basic scientific terminology</p>

TABLE 3H

OKLAHOMA Chemistry Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 2: Classify</b>	
Classifying establishes order. Objects and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.	
1. Using observable properties, place an object or event (i.e., chemical versus physical, electrons into charge, electron levels, and reaction types) into a classification system.	<b>Interpretation of Data:</b> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology
2. Identify properties by which a classification system is based.	<b>Interpretation of Data:</b> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)

TABLE 3H

OKLAHOMA Chemistry Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 3: Experiment</b>	
Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.	
1. Evaluate the design of a chemistry laboratory investigation.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
2. Identify the independent variables, dependent variables, and controls in an experiment.	<b>Interpretation of Data:</b> Understand basic scientific terminology Determine how the value of one variable changes as the value of another variable changes in a simple data presentation <b>Scientific Investigation:</b> Understand a simple experimental design Identify a control in an experiment
3. Use mathematics to show relationships within a given set of observations (i.e., conservation of mass and stoichiometry).	<b>Interpretation of Data:</b> Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Identify and/or use a simple (e.g., linear) mathematical relationship between data
4. Identify a hypothesis for a given problem in chemistry investigations.	<b>Scientific Investigation:</b> Determine the hypothesis for an experiment
5. Recognize potential hazards and practice safety procedures in all chemistry laboratory activities.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design

TABLE 3H

OKLAHOMA Chemistry Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.	
1. <b>Select appropriate predictions based on previously observed patterns of evidence.</b>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>
2. Report data in an appropriate manner.	
3. <b>Interpret data tables, line, bar, trend, and/or circle graphs.</b>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Interpolate between data points in a table or graph</p> <p>Extrapolate from data points in a table or graph</p>
4. <b>Accept or reject hypotheses when given results of a chemistry investigation.</b>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>

TABLE 3H

OKLAHOMA Chemistry Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
5. Evaluate experimental data to draw the most logical conclusion.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
6. Prepare a written report describing the sequence, results, and interpretation of a chemistry investigation or event.	
7. Communicate or defend scientific thinking that resulted in conclusions.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Determine whether new information supports or weakens a model, and why
8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.	<b>Interpretation of Data:</b> Translate information into a table, graph, or diagram



TABLE 3H

OKLAHOMA Chemistry Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 5: Model</b>	
Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard.	
1. Interpret an atomic model which explains a given set of observations.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Identify key issues or assumptions in a model Identify strengths and weaknesses in one or more models
2. Select predictions based on models such as electron configuration, bonding, and compound formation.	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
3. Compare a given model to the physical world.	

TABLE 3H

OKLAHOMA Chemistry Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 6: Inquiry</b>	
Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.	
1. <b>Formulate a testable hypothesis and design an appropriate experiment to identify an unknown substance.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment
2. <b>Design and conduct scientific investigations in which variables are identified and controlled.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
3. <b>Use a variety of technologies, such as hand tools, balances, conductivity apparatus, thermometers, graduated cylinders, volumetric flasks, and computers to collect, analyze, and display data.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment
4. Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.	

TABLE 3H

OKLAHOMA Chemistry Standards	PLAN Science College Readiness Standards
<b>Standard 1: Structure and Properties of Matter</b>	
<u>All matter is made up of atoms. Its structure is made up of repeating patterns and has characteristic properties.</u> The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:	
1. <u>Matter is made of atoms and atoms are composed of even smaller components (i.e., protons, neutrons and electrons).</u>	
2. <u>Atoms interact with one another by transferring or sharing outer electrons that are farthest from the nucleus. These outer electrons govern the chemical properties of the element.</u>	
3. <u>An element is composed of a single type of atom. When elements are listed in order according to the number of protons, repeating patterns of physical and chemical properties identify families of elements with similar properties.</u>	
4. <u>A compound is formed when two or more kinds of atoms bind together chemically. Each compound has unique chemical and physical properties.</u>	
5. <u>Solids, liquids, and gases differ in the energy that binds them together.</u>	

TABLE 3H

OKLAHOMA Chemistry Standards	PLAN Science College Readiness Standards
<b>Standard 2: Chemical Reactions</b>	
<p><u>A chemical reaction is a reaction in which one or more substances are converted into different substances. A chemical change cannot be reversed by physical means.</u></p> <p>The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>A large number of important reactions involve the transfer of either electrons (oxidation/reduction) or hydrogen ions (acid/base reactions).</u></p>	
<p>2. <u>The rate of chemical reactions is affected by the concentration and temperature of the reacting materials. Catalysts accelerate chemical reactions.</u></p>	
<p>3. <u>Chemical substances react in definite molar weight proportions.</u></p>	
<p>4. <u>Mass is conserved in chemical reactions (balancing of equations).</u></p>	

TABLE 3I

OKLAHOMA Chemistry Process Standards	ACT Science College Readiness Standards
<b>Process Standard 1: Observe and Measure</b>	
Observing is the first action taken by the learner to acquire new information about an object or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.	
1. Identify qualitative changes in reactions and quantitative changes in chemical reactions given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>
2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches) when measuring objects and/or events.	<p><b>Scientific Investigation:</b></p> <p>Understand the methods and tools used in a simple experiment</p>
3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring mass volume and temperature.	<p><b>Interpretation of Data:</b></p> <p>Understand basic scientific terminology</p>

TABLE 3I

OKLAHOMA Chemistry Process Standards	ACT Science College Readiness Standards
<b>Process Standard 2: Classify</b>	
Classifying establishes order. Objects and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.	
1. Using observable properties, place an object or event (i.e., chemical versus physical, electrons into charge, electron levels, and reaction types) into a classification system.	<b>Interpretation of Data:</b> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology
2. Identify properties by which a classification system is based.	<b>Interpretation of Data:</b> Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)

TABLE 3I

OKLAHOMA Chemistry Process Standards	ACT Science College Readiness Standards
<b>Process Standard 3: Experiment</b>	
Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.	
1. Evaluate the design of a chemistry laboratory investigation.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
2. Identify the independent variables, dependent variables, and controls in an experiment.	<b>Interpretation of Data:</b> Understand basic scientific terminology Determine how the value of one variable changes as the value of another variable changes in a simple data presentation <b>Scientific Investigation:</b> Understand a simple experimental design Identify a control in an experiment
3. Use mathematics to show relationships within a given set of observations (i.e., conservation of mass and stoichiometry).	<b>Interpretation of Data:</b> Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Identify and/or use a simple (e.g., linear) mathematical relationship between data
4. Identify a hypothesis for a given problem in chemistry investigations.	<b>Scientific Investigation:</b> Determine the hypothesis for an experiment
5. Recognize potential hazards and practice safety procedures in all chemistry laboratory activities.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design

TABLE 3I

OKLAHOMA Chemistry Process Standards	ACT Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
<p>Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Select appropriate predictions based on previously observed patterns of evidence.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>
<p>2. Report data in an appropriate manner.</p>	
<p>3. <b>Interpret data tables, line, bar, trend, and/or circle graphs.</b></p>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Interpolate between data points in a table or graph</p> <p>Extrapolate from data points in a table or graph</p>
<p>4. <b>Accept or reject hypotheses when given results of a chemistry investigation.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>



TABLE 3I

OKLAHOMA Chemistry Process Standards	ACT Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
5. Evaluate experimental data to draw the most logical conclusion.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
6. Prepare a written report describing the sequence, results, and interpretation of a chemistry investigation or event.	
7. Communicate or defend scientific thinking that resulted in conclusions.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Determine whether new information supports or weakens a model, and why
8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.	<b>Interpretation of Data:</b> Translate information into a table, graph, or diagram

TABLE 3I

OKLAHOMA Chemistry Process Standards	ACT Science College Readiness Standards
<b>Process Standard 5: Model</b>	
Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard.	
1. Interpret an atomic model which explains a given set of observations.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Identify key issues or assumptions in a model Identify strengths and weaknesses in one or more models
2. Select predictions based on models such as electron configuration, bonding, and compound formation.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
3. Compare a given model to the physical world.	

TABLE 3I

OKLAHOMA Chemistry Process Standards	ACT Science College Readiness Standards
<b>Process Standard 6: Inquiry</b>	
Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.	
1. <b>Formulate a testable hypothesis and design an appropriate experiment to identify an unknown substance.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment
2. <b>Design and conduct scientific investigations in which variables are identified and controlled.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
3. <b>Use a variety of technologies, such as hand tools, balances, conductivity apparatus, thermometers, graduated cylinders, volumetric flasks, and computers to collect, analyze, and display data.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment
4. Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.	

TABLE 3I

OKLAHOMA Chemistry Standards	ACT Science College Readiness Standards
<b>Standard 1: Structure and Properties of Matter</b>	
<p><u>All matter is made up of atoms. Its structure is made up of repeating patterns and has characteristic properties.</u> The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Matter is made of atoms and atoms are composed of even smaller components (i.e., protons, neutrons and electrons).</u></p>	
<p>2. <u>Atoms interact with one another by transferring or sharing outer electrons that are farthest from the nucleus. These outer electrons govern the chemical properties of the element.</u></p>	
<p>3. <u>An element is composed of a single type of atom. When elements are listed in order according to the number of protons, repeating patterns of physical and chemical properties identify families of elements with similar properties.</u></p>	
<p>4. <u>A compound is formed when two or more kinds of atoms bind together chemically. Each compound has unique chemical and physical properties.</u></p>	
<p>5. <u>Solids, liquids, and gases differ in the energy that binds them together.</u></p>	

TABLE 3I

OKLAHOMA Chemistry Standards	ACT Science College Readiness Standards
<b>Standard 2: Chemical Reactions</b>	
<p><u>A chemical reaction is a reaction in which one or more substances are converted into different substances. A chemical change cannot be reversed by physical means.</u></p> <p>The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>A large number of important reactions involve the transfer of either electrons (oxidation/reduction) or hydrogen ions (acid/base reactions).</u></p>	
<p>2. <u>The rate of chemical reactions is affected by the concentration and temperature of the reacting materials. Catalysts accelerate chemical reactions.</u></p>	
<p>3. <u>Chemical substances react in definite molar weight proportions.</u></p>	
<p>4. <u>Mass is conserved in chemical reactions (balancing of equations).</u></p>	

TABLE 3J

OKLAHOMA Physics Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 1: Observe and Measure</b>	
Observing is the first action taken by the learner to acquire new information about an object or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.	
1. Identify qualitative and quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>
2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches) when measuring objects and/or events.	<p><b>Scientific Investigation:</b></p> <p>Understand the methods and tools used in a simple experiment</p>
3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring objects and/or events.	<p><b>Interpretation of Data:</b></p> <p>Understand basic scientific terminology</p>

TABLE 3J

OKLAHOMA Physics Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 2: Classify</b>	
Classifying establishes order. Objects and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.	
1. <b>Using observable properties, place an object or event into a classification system.</b>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p>
2. <b>Identify the properties by which a classification system is based.</b>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>
3. <b>Graphically classify physical relationships (e.g., linear, parabolic, inverse).</b>	<p><b>Interpretation of Data:</b></p> <p>Identify and/or use a simple (e.g., linear) mathematical relationship between data</p> <p>Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data</p>

TABLE 3J

OKLAHOMA Physics Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 3: Experiment</b>	
Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.	
1. Evaluate the design of a physics investigation.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
2. Identify the independent variables, dependent variables, and controls in an experiment.	<b>Interpretation of Data:</b> Understand basic scientific terminology Determine how the value of one variable changes as the value of another variable changes in a simple data presentation <b>Scientific Investigation:</b> Understand a simple experimental design Identify a control in an experiment
3. Use mathematics to show relationships within a given set of observations.	<b>Interpretation of Data:</b> Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Identify and/or use a simple (e.g., linear) mathematical relationship between data
4. Identify a hypothesis for a given problem in physics investigations.	<b>Scientific Investigation:</b> Determine the hypothesis for an experiment
5. Recognize potential hazards and practice safety procedures in all physics activities.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design



TABLE 3J

OKLAHOMA Physics Process Standards	PLAN Science College Readiness Standards
<p><b>Process Standard 4: Interpret and Communicate</b></p>	
<p>Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Select appropriate predictions based on previously observed patterns of evidence.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>
<p>2. Report data in an appropriate manner.</p>	
<p>3. <b>Interpret data tables, line, bar, trend, and/or circle graphs.</b></p>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Interpolate between data points in a table or graph</p> <p>Extrapolate from data points in a table or graph</p>
<p>4. <b>Accept or reject hypotheses when given results of a physics investigation.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>

TABLE 3J

OKLAHOMA Physics Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
5. Evaluate experimental data to draw the most logical conclusion.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
6. Prepare a written report describing the sequence, results, and interpretation of a physics investigation or event.	
7. Communicate or defend scientific thinking that resulted in conclusions.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Determine whether new information supports or weakens a model, and why
8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.	<b>Interpretation of Data:</b> Translate information into a table, graph, or diagram

TABLE 3J

OKLAHOMA Physics Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 5: Model</b>	
Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard.	
1. Interpret a model which explains a given set of observations.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Identify key issues or assumptions in a model Identify strengths and weaknesses in one or more models
2. Select predictions based on models.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
3. Compare a given model to the physical world.	

TABLE 3J

OKLAHOMA Physics Process Standards	PLAN Science College Readiness Standards
<b>Process Standard 6: Inquiry</b>	
<p>Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Formulate a testable hypothesis and design an appropriate experiment relating to the physical world.</b></p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment            Understand a simple experimental design            Identify a control in an experiment            Determine the hypothesis for an experiment</p>
<p>2. <b>Design and conduct physics investigations in which variables are identified and controlled.</b></p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment            Understand a simple experimental design            Identify a control in an experiment</p>
<p>3. <b>Use a variety of technologies, such as hand tools, measuring instruments, and computers to collect, analyze, and display data.</b></p>	<p><b>Scientific Investigation:</b>            Understand the methods and tools used in a simple experiment</p>
<p>4. Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.</p>	

TABLE 3J

OKLAHOMA Physics Standards	PLAN Science College Readiness Standards
<b>Standard 1: Motions and Forces</b>	
<p><u>The motion of an object can be described by its position, direction of motion, and speed. A change in motion occurs when a net force is applied.</u> The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Objects change their motion only when a net force is applied. Newton's laws of motion are used to calculate precisely the effects of forces on the motion of objects.</u></p>	
<p>2. <u>Gravitation is a universal force that each mass exerts on any other mass. The strength of the gravitational attractive force between two masses is proportional to the masses and inversely proportional to the square of the distance between them.</u></p>	
<p>3. <u>The electric force is a universal force that exists between any two charged objects. The strength of the force is proportional to the charges and, as with gravitation, inversely proportional to the square of the distance between them.</u></p>	
<p>4. <u>Electricity and magnetism are two aspects of a single electromagnetic force.</u></p>	

TABLE 3J

OKLAHOMA Physics Standards	PLAN Science College Readiness Standards
<b>Standard 2: Conservation of Energy</b>	
<p><u>The total energy of the universe is constant.</u> The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Energy can be transferred but never destroyed. As these transfers occur, the matter involved becomes steadily less ordered.</u></p>	
<p>2. <u>All energy can be considered to be kinetic energy, potential energy, or energy contained by a field.</u></p>	
<p>3. <u>Heat consists of random motion and the vibrations of atoms, molecules, and ions. The higher the temperature, the greater the atomic or molecular motion.</u></p>	

TABLE 3J

OKLAHOMA Physics Standards	PLAN Science College Readiness Standards
<b>Standard 3: Interactions of Energy and Matter</b>	
<p><u>Energy (potential, kinetic and field) interacts with matter and is transferred during these interactions.</u> The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Waves have energy and can transfer energy when they interact with matter. Sound waves and electromagnetic waves are fundamentally different.</u></p>	
<p>2. <u>Electromagnetic waves result when a charged object is accelerated or decelerated.</u></p>	

TABLE 3K

OKLAHOMA Physics Process Standards	ACT Science College Readiness Standards
<b>Process Standard 1: Observe and Measure</b>	
Observing is the first action taken by the learner to acquire new information about an object or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.	
1. Identify qualitative and quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>
2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches) when measuring objects and/or events.	<p><b>Scientific Investigation:</b></p> <p>Understand the methods and tools used in a simple experiment</p>
3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring objects and/or events.	<p><b>Interpretation of Data:</b></p> <p>Understand basic scientific terminology</p>



TABLE 3K

OKLAHOMA Physics Process Standards	ACT Science College Readiness Standards
<b>Process Standard 2: Classify</b>	
Classifying establishes order. Objects and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.	
1. <b>Using observable properties, place an object or event into a classification system.</b>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p>
2. <b>Identify the properties by which a classification system is based.</b>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p>
3. <b>Graphically classify physical relationships (e.g., linear, parabolic, inverse).</b>	<p><b>Interpretation of Data:</b></p> <p>Identify and/or use a simple (e.g., linear) mathematical relationship between data</p> <p>Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data</p>

TABLE 3K

OKLAHOMA Physics Process Standards	ACT Science College Readiness Standards
<b>Process Standard 3: Experiment</b>	
Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.	
1. Evaluate the design of a physics investigation.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
2. Identify the independent variables, dependent variables, and controls in an experiment.	<b>Interpretation of Data:</b> Understand basic scientific terminology Determine how the value of one variable changes as the value of another variable changes in a simple data presentation <b>Scientific Investigation:</b> Understand a simple experimental design Identify a control in an experiment
3. Use mathematics to show relationships within a given set of observations.	<b>Interpretation of Data:</b> Determine how the value of one variable changes as the value of another variable changes in a simple data presentation Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Identify and/or use a simple (e.g., linear) mathematical relationship between data
4. Identify a hypothesis for a given problem in physics investigations.	<b>Scientific Investigation:</b> Determine the hypothesis for an experiment
5. Recognize potential hazards and practice safety procedures in all physics activities.	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design

TABLE 3K

OKLAHOMA Physics Process Standards	ACT Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
<p>Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Select appropriate predictions based on previously observed patterns of evidence.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>
<p>2. Report data in an appropriate manner.</p>	
<p>3. <b>Interpret data tables, line, bar, trend, and/or circle graphs.</b></p>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Interpolate between data points in a table or graph</p> <p>Extrapolate from data points in a table or graph</p>
<p>4. <b>Accept or reject hypotheses when given results of a physics investigation.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>

TABLE 3K

OKLAHOMA Physics Process Standards	ACT Science College Readiness Standards
<b>Process Standard 4: Interpret and Communicate</b>	
5. Evaluate experimental data to draw the most logical conclusion.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
6. Prepare a written report describing the sequence, results, and interpretation of a physics investigation or event.	
7. Communicate or defend scientific thinking that resulted in conclusions.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Determine whether new information supports or weakens a model, and why
8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.	<b>Interpretation of Data:</b> Translate information into a table, graph, or diagram

TABLE 3K

OKLAHOMA Physics Process Standards	ACT Science College Readiness Standards
<b>Process Standard 5: Interpret and Communicate</b>	
<p>Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Select appropriate predictions based on previously observed patterns of evidence.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>
<p>2. Report data in an appropriate manner.</p>	
<p>3. <b>Interpret data tables, line, bar, trend, and/or circle graphs.</b></p>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Interpolate between data points in a table or graph</p> <p>Extrapolate from data points in a table or graph</p>
<p>4. <b>Accept or reject hypotheses when given results of a physics investigation.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>

TABLE 3K

OKLAHOMA Physics Process Standards	ACT Science College Readiness Standards
<b>Process Standard 5: Interpret and Communicate</b>	
5. Evaluate experimental data to draw the most logical conclusion.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
6. Prepare a written report describing the sequence, results, and interpretation of a physics investigation or event.	
7. Communicate or defend scientific thinking that resulted in conclusions.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Determine whether new information supports or weakens a model, and why
8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.	<b>Interpretation of Data:</b> Translate information into a table, graph, or diagram

TABLE 3K

OKLAHOMA Physics Process Standards	ACT Science College Readiness Standards
<b>Process Standard 6: Interpret and Communicate</b>	
<p>Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.</p>	
<p>1. <b>Select appropriate predictions based on previously observed patterns of evidence.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>
<p>2. Report data in an appropriate manner.</p>	
<p>3. <b>Interpret data tables, line, bar, trend, and/or circle graphs.</b></p>	<p><b>Interpretation of Data:</b></p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Interpolate between data points in a table or graph</p> <p>Extrapolate from data points in a table or graph</p>
<p>4. <b>Accept or reject hypotheses when given results of a physics investigation.</b></p>	<p><b>Evaluation of Models, Inferences, and Experimental Results:</b></p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models</p>

TABLE 3K

OKLAHOMA Physics Process Standards	ACT Science College Readiness Standards
<b>Process Standard 6: Interpret and Communicate</b>	
5. Evaluate experimental data to draw the most logical conclusion.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
6. Prepare a written report describing the sequence, results, and interpretation of a physics investigation or event.	
7. Communicate or defend scientific thinking that resulted in conclusions.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Determine whether new information supports or weakens a model, and why
8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.	<b>Interpretation of Data:</b> Translate information into a table, graph, or diagram



TABLE 3K

OKLAHOMA Physics Process Standards	ACT Science College Readiness Standards
<b>Process Standard 7: Model</b>	
Modeling is the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction. The student will accomplish these objectives to meet this process standard.	
1. Interpret a model which explains a given set of observations.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Identify key issues or assumptions in a model Identify strengths and weaknesses in one or more models
2. Select predictions based on models.	<b>Evaluation of Models, Inferences, and Experimental Results:</b> Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models
3. Compare a given model to the physical world.	

TABLE 3K

OKLAHOMA Physics Process Standards	ACT Science College Readiness Standards
<b>Process Standard 8: Inquiry</b>	
Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.	
1. <b>Formulate a testable hypothesis and design an appropriate experiment relating to the physical world.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Determine the hypothesis for an experiment
2. <b>Design and conduct physics investigations in which variables are identified and controlled.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
3. <b>Use a variety of technologies, such as hand tools, measuring instruments, and computers to collect, analyze, and display data.</b>	<b>Scientific Investigation:</b> Understand the methods and tools used in a simple experiment
4. Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.	

TABLE 3K

OKLAHOMA Physics Standards	ACT Science College Readiness Standards
<b>Standard 1: Motions and Forces</b>	
<p><u>The motion of an object can be described by its position, direction of motion, and speed. A change in motion occurs when a net force is applied.</u> The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Objects change their motion only when a net force is applied. Newton's laws of motion are used to calculate precisely the effects of forces on the motion of objects.</u></p>	
<p>2. <u>Gravitation is a universal force that each mass exerts on any other mass. The strength of the gravitational attractive force between two masses is proportional to the masses and inversely proportional to the square of the distance between them.</u></p>	
<p>3. <u>The electric force is a universal force that exists between any two charged objects. The strength of the force is proportional to the charges and, as with gravitation, inversely proportional to the square of the distance between them.</u></p>	
<p>4. <u>Electricity and magnetism are two aspects of a single electromagnetic force.</u></p>	

TABLE 3K

OKLAHOMA Physics Standards	ACT Science College Readiness Standards
<b>Standard 2: Conservation of Energy</b>	
<p><u>The total energy of the universe is constant.</u> The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Energy can be transferred but never destroyed. As these transfers occur, the matter involved becomes steadily less ordered.</u></p>	
<p>2. <u>All energy can be considered to be kinetic energy, potential energy, or energy contained by a field.</u></p>	
<p>3. <u>Heat consists of random motion and the vibrations of atoms, molecules, and ions. The higher the temperature, the greater the atomic or molecular motion.</u></p>	

TABLE 3K

OKLAHOMA Physics Standards	ACT Science College Readiness Standards
<b>Standard 3: Interactions of Energy and Matter</b>	
<p><u>Energy (potential, kinetic and field) interacts with matter and is transferred during these interactions.</u> The student will engage in investigations that integrate the process and inquiry standards and lead to the discovery of the following objectives:</p>	
<p>1. <u>Waves have energy and can transfer energy when they interact with matter. Sound waves and electromagnetic waves are fundamentally different.</u></p>	
<p>2. <u>Electromagnetic waves result when a charged object is accelerated or decelerated.</u></p>	