



A Side-by-Side Analysis of the Oklahoma Academic Standards for English Language Arts (Final Draft, March, 2016) with the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Grades K-5

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

1 = Close Match

2 = Partial Match

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

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

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

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

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

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

Note that the Final Oklahoma Academic Standards for English Language Arts (March 2016) use a new numbering system for the expectations: Grade . Standard Number . Strand . Objective

The Final Oklahoma Academic Standards for English Language Arts (March 2016) also follow a new order of standards, as shown here:

| Draft # 3 (September, 2015) | Final Draft (March, 2016) |
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| Standard 1: Speaking and Listening Standard 2: Reading Process/Writing Process Standard 3: Vocabulary Standard 4: Critical Reading & Critical Writing Standard 5: Language Standard 6: Research Standard 7: Multimodal Literacies Standard 8: Independent Reading and Writing | Standard 1: Speaking and Listening Standard 2: Reading Foundations/Reading and Writing Process Standard 3: Critical Reading and Critical Writing Standard 4: Vocabulary Standard 5: Language Standard 6: Research Standard 7: Multimodal Literacies Standard 8: Independent Reading and Writing |

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| | K.8.R Students will demonstrate interest in books during read alouds and shared reading, and interact independently with books. | 6=No Match; Strength in OK’s standards <i>Notes:</i> Regular independent reading is a good and important practice. This K statement represents a start for students towards this end. |

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| | | In terms of measurability, it may be challenging to assess “demonstrate interest” and “interact independently,” but informal, classroom nature of K assessments may facilitate. |
| Reading Standards for Literature | | |
| <i>Key Ideas and Details</i> | | |
| CCSS.RL.K.1: With prompting and support, ask and answer questions about key details in a text. | K.3.R.4 Students will ask and answer basic questions (<i>e.g., who, what, where, and when</i>) about texts during shared reading or other text experiences with guidance and support. | 1=Close Match |
| CCSS.RL.K.2: With prompting and support, retell familiar stories, including key details. | K.2.R.3 Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text with guidance and support. K.2.R.1 Students will <u>retell</u> or reenact major events from a read-aloud with guidance and support to recognize the main idea. | 3=Partial Match; Clarity <i>Notes:</i> OK does not specify that students will identify key details, so a partial match with CCSS. Wording of K.2.R.1 is also unnecessarily limiting—do students only retell to “recognize the main idea”? This suggests that all texts have a “main idea.” Is this expectation intended for informational texts only? Students might retell a fictional story to demonstrate comprehension of the plot or begin to summarize, but not to recognize the main idea. |

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| <p>CCSS.RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</p> | <p>K.2.R.1 Students will retell or reenact <u>major events</u> from a read-aloud with guidance and support to recognize the main idea.</p> <p>K.3.R.2 Students will describe characters and setting in a story with guidance and support.</p> | <p>1=Close Match</p> <p><i>Notes:</i> OK standards place “Critical Reading and Writing” (Standard 3) directly following “Reading and Writing Process” (Standard 2). However, major events still appear in a separate standard from characters and setting. So literary elements do not all fall under the same reading standard. Distinction between process and critical reading is not always clear.</p> |
| <i>Craft and Structure</i> | | |
| <p>CCSS.RL.K.4: Ask and answer questions about unknown words in a text.</p> | <p>K.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> Both focus on vocabulary acquisition but with different approaches.</p> |
| <p>CCSS.RL.K.5: Recognize common types of texts (e.g., storybooks, poems).</p> | <p>K.2.R.2 Students will discriminate between fiction and nonfiction/informational text with guidance and support.</p> | <p>2=Partial Match</p> |
| <p>CCSS.RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> | <p>K.3.R.1 Students will name the author and illustrator, and explain the roles of each in a particular story.</p> | <p>1=Close Match</p> <p><i>Notes:</i> What does “roles of each in a particular story” mean?</p> |
| <i>Integration of Knowledge and Ideas</i> | | |
| <p>CCSS.RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> | <p>K.3.R.3 Students will tell what is happening in a picture or illustration.</p> | <p>1=Close Match</p> |

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| | | <i>Notes:</i> The OK standard would be stronger if it asked students to make connections between illustrations and the text. |
| (Not applicable to literature) | | |
| CCSS.RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | | 5=No Match |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| CCSS.RL.K.10: Actively engage in group reading activities with purpose and understanding. | K.3.R.4 Students will ask and answer basic questions (<i>e.g., who, what, where, and when</i>) about texts during shared reading or other text experiences with guidance and support. K.8.R Students will <u>demonstrate interest in books during read-alouds and shared reading</u> , and interact independently with books. | 1=Close Match |
| Reading Standards for Informational Text | | |
| <i>Key Ideas and Details</i> | | |
| CCSS.RI.K.1: With prompting and support, ask and answer questions about key details in a text. | K.3.R.4 Students will ask and answer basic questions (<i>e.g., who, what, where, and when</i>) about texts during shared reading or other text experiences with guidance and support. | 1=Close Match |
| CCSS.RI.K.2: With prompting and support, identify the main topic and retell key details of a text. | K.2.R.1 Students will retell or reenact <u>major events</u> from a read-aloud with guidance and support <u>to recognize the main idea</u> . | 3=Partial Match; Clarity <i>Notes:</i> OK does not specify retelling key details. “Major events” suggests fiction/literary story rather than informational text, while “main idea” suggests informational texts, but because OK does not separate the two types of texts, the specific expectations for the effective criteria for retelling are unclear. |
| CCSS.RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text | | 4=No Match; Critical content missing <i>Notes:</i> Asking students to make connections between elements in texts prompts critical thinking. |
| <i>Craft and Structure</i> | | |
| CCSS.RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. | K.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support. | 2=Partial Match <i>Notes:</i> Both focus on vocabulary acquisition but with different approaches. |
| CCSS.RI.K.5: Identify the front cover, back cover, and title page of a | K.2.PC.3 Students will demonstrate correct book orientation and | 1=Close Match |

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| book. | identify the title, title page, and the front and back covers of a book. | |
| CCSS.RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | | 3=Partial Match <i>Notes:</i> OK statement appears for literature—not for informational text. While OK no longer has “Literature” subhead here, the wording “in a particular story” suggests that this expectation is for literary texts, not informational. |
| <i>Integration of Knowledge and Ideas</i> | | |
| CCSS.RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | K.3.R.3 Students will tell what is happening in a picture or illustration. | 1=Close Match |
| CCSS.RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text. | | 4=No Match; Critical content missing <i>Notes:</i> This is a skill that will prepare students to look for the evidence that authors provide for their claims. |
| CCSS.RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | 4=No Match; Critical content missing <i>Notes:</i> Asking students to think about two texts on the same topic is a critical component to building knowledge about the world. |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| CCSS.RI.K.10: Actively engage in group reading activities with purpose and understanding. | K.3.R.4 Students will ask and answer basic questions (e.g., <i>who, what, where, and when</i>) about texts during shared reading or other text experiences with guidance and support. K.8.R Students will <u>demonstrate interest in books during read-alouds and shared reading</u> , and interact independently with books. | 1=Close Match |
| Reading Standards: Foundational Skills | | |
| <i>Print Concepts</i> | | |
| CCSS.RF.K.1: Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page-by-page. | K.2.PC.5 Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice). | 1=Close Match |
| CCSS.RF.K.1: Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> b. Recognize that spoken words are represented in written | K.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces. | 1=Close Match |

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| language by specific sequences of letters. | | |
| CCSS.RF.K.1: Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print. | K.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces. | 1=Close Match |
| CCSS.RF.K.1: Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet. | K.2.PWS.1 Students will name all uppercase and lowercase letters. | 1=Close Match |
| -- | K.2.PC.2 Students will demonstrate their understanding that print carries a message by recognizing labels, signs and other print in the environment. | 8=No Match |
| <i>Phonological Awareness</i> | | |
| CCSS.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. | K.2.PA.2 Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs. | 1=Close Match |
| CCSS.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words. | K.2.PA.5 Students will count, pronounce, blend, segment, and delete syllables in spoken words. | 1=Close Match |
| CCSS.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words. | K.2.PA.6 Students will blend and segment onset and rime in one syllable spoken words (e.g., <i>Blending: /ch/ + at = chat; segmenting: cat = /c/ + at</i>). | 1=Close Match |
| CCSS.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.) | K.2.PA.8 Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., “fast” = /f/ /a/ /s/ /t/). | 1=Close Match |
| CCSS.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | K.2.PA.9 Students will add, delete, and substitute phonemes in one syllable spoken words (e.g., “add /c/ to the beginning of “at” to say “cat”.” “remove the /p/ from “pint” to say “in”.” “change the /d? in “dog” to /f/ /r/ to say “frog”.”) | 1=Close Match. |
| -- | K.2.PA.3 Students will isolate and pronounce the same initial | 8=No Match |

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| | sounds in a set of spoken words (<i>i.e.</i> , <i>alliteration</i>) (<i>e.g.</i> , “ <i>the puppy pounces</i> ”). | |
| <i>Phonics and Word Recognition</i> | | |
| <p>CCSS.RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> | <p>K.2.PWS.3 Students will produce the primary or most common sound for each consonant, short and long vowel sounds (<i>e.g.</i>, <i>c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/</i>).</p> | 1=Close Match |
| <p>CCSS.RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> | <p>K.2.PWS.3 Students will produce the primary or most common sound for each consonant, short and long vowel sounds (<i>e.g.</i>, <i>c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/</i>).</p> | 1=Close Match |
| <p>CCSS.RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight. (<i>e.g.</i>, <i>the, of, to, you, she, my, is, are, do, does</i>).</p> | <p>K.2.F.2 Students will read common high frequency grade-level words by sight (<i>e.g.</i>, <i>not, was, to, have, you, he, is, with, are</i>).</p> | 1=Close Match |
| <p>CCSS.RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | | 5=No Match |
| <p>CCSS.RF.K.4: Read emergent-reader texts with purpose and understanding.</p> | | 5=No Match |
| -- | <p>K.2.PWS.4 Students will blend letter sounds to decode simple <i>Vowel/Consonant</i> (VC) and <i>Consonant/Vowel/Consonant</i> (CVC) words (<i>e.g.</i>, <i>VC words = at, in, up; CVC words = pat, hen, lot</i>).</p> | 6=No Match; Strength in OK’s standards |
| -- | <p>K.2.F.1 Students will read first and last name in print.</p> | 6=No Match; Strength in OK’s standards |
| Writing Standards | | |
| <i>Text Types and Purposes</i> | | |
| <p>CCSS.W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (<i>e.g.</i>, <i>My favorite book is . . .</i>).</p> | <p>K.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p> <p>K.3.W Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.</p> | 2=Partial Match <i>Notes:</i> The CCSS is more specific with the criteria for the three writing genres than OK in K. |
| <p>CCSS.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what</p> | | |

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| they are writing about and supply some information about the topic. | | |
| CCSS.W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | | |
| <i>Production and Distribution of Writing</i> | | |
| (Begins in grade 3) | | |
| CCSS.W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | 5=No Match |
| CCSS.W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | K.7.W.1 Students will use appropriate technology to communicate with others with guidance and support. | 1=Close Match <i>Notes:</i> Both address digital tools—CCSS emphasizes use for publication; OK emphasizes use for communication. |
| <i>Research to Build and Present Knowledge</i> | | |
| CCSS.W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | K.6.W.2 Students will find information from provided sources during group research with guidance and support. | 2=Partial Match <i>Notes:</i> Both emphasize shared or group research experiences; OK emphasizes locating information in a source. |
| CCSS.W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | K.6.W.1 Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support. K.6.R.1 Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest. | 2=Partial Match <i>Notes:</i> Both address idea of determining a topic or identifying a question and gathering information. |
| (Begins in grade 4) | | |
| (Begins in grade 3) | | |
| -- | K.2.W.3 Students will begin to edit first drafts using appropriate spacing between letters and words. | 6=No Match; Strength in OK’s standards <i>Notes:</i> Useful expectation for early writing although unsure why OK has revised to limit this skill to editing. |
| Speaking and Listening Standards | | |

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| <i>Comprehension and Collaboration</i> | | |
| CCSS.SL.K.1: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. | K.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support. | 1=Close Match |
| CCSS.SL.K.1: a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | K.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion with guidance and support. | 1=Close Match |
| CCSS.SL.K.1: b. Continue a conversation through multiple exchanges. | | 4=No Match; Critical content missing <i>Notes:</i> According to early childhood experts, this is a critical skill for young students to exhibit. |
| CCSS.SL.K.2: Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood. | K.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support. | 1=Close Match. |
| CCSS.SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | K.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support. | 1=Close Match. |
| -- | K.1.R.4 Students will follow one and two step directions. | 6=No Match; Strength in OK’s standards |
| <i>Presentation of Knowledge and Ideas</i> | | |
| CCSS.SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | K.1.W.1 Students will orally describe personal interests or tell <u>stories</u> , facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic. | 1=Close Match <i>Notes:</i> OK merges two different expectations here—for presentations and for group discussion; broad focus makes new statement less clear. |
| CCSS.SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail. | K.7.W.2 Students will use appropriate props, images, or illustrations to support verbal communication. | 1=Close Match |
| CCSS.SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly. | K.1.W.1 Students will orally describe personal interests or tell stories, facing the audience and <u>speaking clearly</u> in complete sentences and following implicit rules for conversation, including taking turns and staying on topic. | 1=Close Match <i>Notes:</i> OK merges two different expectations here—for presentations and for group discussion; broad focus makes new statement less clear. |

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| -- | K.7.R.1 Students will recognize formats of print and digital text with guidance and support. | 7=No Match; Measurability <i>Notes:</i> What specific performance does OK expect here? Perhaps e.g. for “formats” would be helpful? |
| Language Standards | | |
| <i>Conventions of Standard English</i> | | |
| CCSS.L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. | K.2.PC.1 Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly. | 1=Close Match |
| b. Use frequently occurring nouns and verbs. | K.5.R.2 Students will recognize concrete objects as persons, places or things (<i>i.e., nouns</i>) with guidance and support. K.5.R.3 Students will recognize words as actions (<i>i.e., verbs</i>) with guidance and support. | 3=Partial Match <i>Notes:</i> Integrated reading and writing in OK standards creates the odd situation of many grammar/language expectations focusing on recognition but not on use. |
| c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). | | 5=No Match |
| d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). | K.3.R.4 Students will ask and answer basic questions (<i>e.g., who, what, where, and when</i>) about texts during shared reading or other text experiences with guidance and support. | 1=Close Match |
| e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). | | 5=No Match <i>Notes:</i> OK moves this statement to grade 1 in revised standards. |
| f. Produce and expand complete sentences in shared language activities. | K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support. K.5.W.2 Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark. | 3=Partial Match; Clarity <i>Notes:</i> K.4.W.1 focus is broad—both on new vocabulary <u>and</u> complete sentences. “Complete sentences” seem like they should fall under Standard 5: Language. There is no requirement that students know how to expand sentences. |
| CCSS.L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i> . | K.5.W.1 Students will capitalize, with guidance and support: <ul style="list-style-type: none"> • Their first name • The pronoun “I” K.5.W.2 Students will begin to compose simple sentences that | 1=Close Match |

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| | begin with a capital letter and end with a period or question mark. | |
| b. Recognize and name end punctuation. | K.2.PC.6 Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support. | 1=Close Match Notes: Parenthetical is helpful in OK. |
| c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). | | 5=No Match |
| d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | 5=No Match. |
| <i>Knowledge of Language</i> | | |
| (Begins in grade 3) | | |
| <i>Vocabulary Acquisition and Use</i> | | |
| -- | K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences. | 6=No Match; Strength in OK’s standards Notes: In K, CCSS does not specify context clues; OK also has a full separate standard on vocabulary which CCSS does not. |
| CCSS.L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>). | | 5=No Match |
| CCSS.L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | | 5=No Match. |
| CCSS.L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | K.4.R.3 Students will name and sort pictures of objects into categories based on common attributes with guidance and support. | 1=Close Match |
| CCSS.L.K.5: With guidance and support from adults, explore word | | 5=No Match |

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| relationships and nuances in word meanings. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | | |
| CCSS.L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings. c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). | | 5=No Match |
| CCSS.L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. | | 4=No Match; Critical content missing |
| CCSS.L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | K.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support. | 2=Partial Match <i>Notes:</i> CCSS does not specify academic and content-specific grade-level vocabulary in K; OK emphasizes prior knowledge connection. |

GRADE 1

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| -- | <p>1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p> | <p>6 = No Match; Strengthens OK’s standards</p> <p><i>Notes:</i> Regular independent reading is a good and important practice. However, the additional requirement that students select “appropriate” texts seems unnecessary and hard to measure. Consider simplifying. Will grade 1 students read independently for “extended periods”?</p> |
| RL: Reading Standards for Literature | | |
| <i>Key Ideas and Details</i> | | |
| <p>CCSS.RL.1.1: Ask and answer questions about key details in a text.</p> | <p>1.3.R.4 Students will ask and answer basic questions (<i>e.g., who, what, where, why, and when</i>) about texts.</p> | <p>1=Close Match</p> |
| <p>CCSS.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> | <p>1.2.R.1 Students will retell or reenact major events in text, focusing on important details to recognize the main idea.</p> | <p>3=Partial Match; Clarity</p> <p><i>Notes:</i> OK does not include that students can identify the central message or lesson. OK’s inclusion of “the main idea” suggests focus on informational text rather than literary text (which would have a central message or lesson or theme).</p> |
| <p>CCSS.RL.1.3: Describe characters, settings, and major events in a story, using key details.</p> | <p>1.2.R.1 Students will retell or reenact <u>major events in text</u>, focusing on important details to recognize the main idea.</p> <p>1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> • setting (<i>i.e., time, place</i>) • plot • main characters and their traits in a story | <p>1=Close Match</p> |
| <i>Craft and Structure</i> | | |
| <p>CCSS.RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> | | <p>4=No Match; Critical content missing</p> <p><i>Notes:</i> Analyzing words that provide rhythm and that appeal to the senses is an important kind of analysis with poems and stories for young readers.</p> |

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| CCSS.RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | 1.2.R.2 Students will discriminate between fiction and nonfiction/informational text. | 1=Close Match |
| CCSS.RL.1.6: Identify who is telling the story at various points in a text. | 1.3.R.2 Students will describe who is telling the story (<i>i.e. point of view</i>). | 1=Close Match |
| <i>Integration of Knowledge and Ideas</i> | | |
| CCSS.RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. | | 5=No Match |
| (Not applicable to literature) | | |
| CCSS.RL.1.9: Compare and contrast the adventures and experiences of characters in stories. | | 4=No Match; Critical content missing <i>Notes:</i> Making connections across texts is an important skill for students to learn. |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| CCSS.RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. | *Pages 90-91 in the ELA “Final Version” of Standards from OK detail expectations regarding text complexity | 4=No Match; Critical content missing <i>Notes:</i> The progression of text complexity across grade levels is essential for vertical progression and, ultimately, for college and career readiness. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves, text complexity will not necessarily be an expectation; does not come across as a priority. |
| RI: Reading Standards for Informational Text | | |
| <i>Key Ideas and Details</i> | | |
| CCSS.RI.1.1: Ask and answer questions about key details in a text. | 1.3.R.4 Students will ask and answer basic questions (<i>e.g., who, what, where, why, and when</i>) about texts. | 1=Close Match |
| CCSS.RI.1.2: Identify the main topic and retell key details of a text. | 1.2.R.1 Students will retell or reenact major events in a text, focusing on the important details to recognize the main idea. | 3=Partial Match; Clarity <i>Notes:</i> Wording of OK statement is unnecessarily limiting. |

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| | | Expectation is for two things—students can retell a text (beginning of summary) AND they can identify the main idea and focus on important details. They do not necessarily retell only to recognize main idea. Also, many informational texts may not be organized in terms of “events.” History texts may be retold as a series of major events, but many other informational texts would not be organized as a series of major events. |
| CCSS.RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | 4=No Match; Critical content missing <i>Notes:</i> Asking students to make connections between elements in texts prompts critical thinking. |
| <i>Craft and Structure</i> | | |
| CCSS.RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | 1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations. | 2=Partial Match <i>Notes:</i> OK does not specify that in grade 1 students will ask and answer questions about word meaning but the standards do include requirements that students will acquire new vocabulary. Building vocabularies in young children is crucial to building their reading comprehension skills. |
| CCSS.RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | 1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text. | 2=Partial Match. <i>Notes:</i> OK revision mentions headings but focus is on graphic features not text features that can assist in locating specific information. |
| CCSS.RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | 1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text. | 2=Partial Match <i>Notes:</i> OK standard appears under Standard 6: Research; grade 1 reading (Standards 2 and 3) does not include an expectation around illustrations or text graphics. |
| <i>Integration of Knowledge and Ideas</i> | | |
| CCSS.RI.1.7: Use the illustrations and details in a text to describe its key ideas. | 1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to | 2=Partial Match |

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| | understand a text. | <i>Notes:</i> OK standard appears under Standard 6: Research; grade 1 reading (Standards 2 and 3) does not include an expectation around illustrations or text graphics. |
| CCSS.RI.1.8: Identify the reasons an author gives to support points in a text. | 1.3.R.5 Students will begin to locate facts that are clearly stated in a text. | 2=Partial Match. <i>Notes:</i> This is a skill that will prepare students to look for the evidence that authors provide for their claims. Understanding the reasons in addition to the facts that an author uses is important. |
| CCSS.RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | 4=No Match; Critical content missing <i>Notes:</i> Asking students to think about two texts on the same topic is a critical component to building knowledge about the world. |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| CCSS.RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. | *Pages 90-91 in the ELA “Final Version” of Standards from OK detail expectations regarding text complexity | 4=No Match; Critical content missing <i>Notes:</i> The progression of text complexity across grade levels is essential for vertical progression and, ultimately, for college and career readiness. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves, text complexity will not necessarily be an expectation; does not come across as a priority. |
| -- | 1.2.R.3 Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text. | 6=No Match; but helpful expectation for OK to include at grade 1 |
| -- | 1.3.R.1 Students will identify the author’s purpose (<i>i.e., tell a story, provide information</i>) with guidance and support. | 6=No Match; but helpful expectation for OK to include at grade 1 |
| RF: Foundational Skills | | |
| <i>Print Concepts</i> | | |
| CCSS.RF.1.1: Demonstrate understanding of the organization and basic features of print. | 1.2.PC.2 Students will recognize the distinguishing features of a sentence (<i>e.g., capitalization of the first word, ending punctuation,</i> | 1=Close Match. |

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| a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | <i>comma, quotation marks</i> . | |
| <i>Phonological Awareness</i> | | |
| CCSS.RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. | 1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words. | 1=Close Match. |
| CCSS.RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | 1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string). | 1=Close Match |
| CCSS.RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | 1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words. | 1=Close Match |
| CCSS.RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | 1.2.PA.5 Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g., string=/s/ /t/ /r/ /i/ /ng/). | 1=Close Match |
| -- | 1.2.PA.1 Students will blend and segment onset and rime in spoken words (e.g., /ch/ + /at/ = chat). | 8=No Match |
| -- | 1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’). | 8=No Match Notes: Not in CCSS at 1 – see K CCSS.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |
| <i>Phonics and Word Recognition</i> | | |

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| <p>CCSS.RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> | <p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of: Consonant digraphs and trigraphs (<i>e.g., sh-, -tch</i>)</p> | 1=Close Match |
| <p>CCSS.RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode regularly spelled one-syllable words.</p> | <p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of: ...</p> | 1=Close Match |
| <p>CCSS.RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p> | <p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> • Vowel sounds <ul style="list-style-type: none"> ○ Long • vowel spelling patterns: <ul style="list-style-type: none"> ○ vowel digraphs (<i>e.g., ea, oa, ee</i>) ○ vowel-consonant-silent-e (<i>e.g., lake</i>) | 1=Close Match |
| <p>CCSS.RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> | | 5=No Match |
| <p>CCSS.RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> | <p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> • most major syllable patterns (<i>e.g., close, open, vowel team, vowel silent e, r-controlled</i>) | 1=Close Match |
| <p>CCSS.RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f. Read words with inflectional endings.</p> | <p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> • inflectional endings (<i>e.g., -s, -ed, -ing</i>) | 1=Close Match |
| <p>CCSS.RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> | <p>1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p> | 1=Close Match |
| -- | <p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> • Single consonants (<i>e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/</i>) • Consonant blends (<i>e.g., bl, br, cr</i>) | <p>8=No Match</p> <p>Notes: OK more explicit in listing specific elements of phonics</p> |

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| -- | <p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> • Vowel sounds <ul style="list-style-type: none"> ○ Short • r-controlled vowels (<i>e.g., ar, er, ir, or, ur</i>) | 8=No Match |
| -- | <p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> • compound words | <p>7=No Match</p> <p><i>Notes:</i> Compound words appear in grade 2 CCSS but for meaning—not for decoding</p> <p>CCSS.L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (<i>e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> |
| -- | <p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> • contractions | <p>7=No Match</p> <p><i>Notes:</i> Contractions appear in grade 2 CCSS but for conventions/spelling—not for decoding</p> <p>CCSS.L.2.2: Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> |
| -- | <p>1.2.PWS.3 Students will read words in common word families (<i>e.g., -at, -ab, -am, -in</i>).</p> | 8=No Match |
| <i>Fluency</i> | | |

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| <p>CCSS.RF.1.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>1.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> OK has added expectation for fluency in grade 1, which is a strength, but has taken out self-monitoring while reading (see CCSS RF.1.4.C).</p> |
| W: Writing Standards | | |
| <i>Text Types and Purposes</i> | | |
| <p>CCSS.W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> | <p>OPINION 1.3.W.3 Students will express an opinion in writing about a topic and provide a reason to support the opinion.</p> | <p>1=Close Match</p> |
| <p>CCSS.W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> | <p>INFORMATIVE 1.3.W.2 Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.</p> | <p><i>Notes:</i> In the 3/16 standards, in grade 1, OK has specified expectations for each writing type/purpose: narrative, informative, opinion.</p> |
| <p>CCSS.W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> | <p>NARRATIVE 1.3.W.1 Students will begin to write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>), and a basic setting (<i>i.e., time, place</i>) with guidance and support.</p> | |
| <i>Production and Distribution of Writing</i> | | |
| (Begins in grade 3) | | |
| <p>CCSS.W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> | <p>1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> OK focus is on developing a draft; CCSS focus is on drafting, revising, and editing.</p> |
| <p>CCSS.W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | <p>1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.</p> | <p>1=Close Match</p> <p><i>Notes:</i> CCSS emphasizes use of digital tools to produce and publish; OK emphasizes digital tools for communication.</p> |
| <i>Research to Build and Present Knowledge</i> | | |
| <p>CCSS.W.1.7: Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).</p> | <p>1.6.W.1 Students will generate questions about topics of interest.</p> <p>1.6.W.2 Students will organize information found during group or</p> | <p>1=Close Match</p> |

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| | individual research, using graphic organizers or other aids with guidance and support. 1.6.W.3 Students will make informal presentations of information gathered. | |
| CCSS.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information. 1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support. 1.6.W.3 Students will make informal presentations of information gathered. 1.6.R.3 Students will identify the location and purpose of various visual and text reference sources. | 2=Partial Match |
| (Begins in grade 4) | | |
| <i>Range of Writing</i> | | |
| (Begins in grade 3) | | |
| -- | 1.8.W Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support. | 7=No Match <i>Notes:</i> Range of writing begins in CCSS at grade 3: CCSS.3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. OK may want to consider whether it is reasonable to expect grade 1 students to write for “extended periods.” |
| CCSS.SL: Speaking and Listening | | |
| <i>Comprehension and Collaboration</i> | | |
| CCSS.SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. | 1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups. | 1=Close Match |

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| a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | 1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion. | 1=Close Match |
| b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. | | 4=No Match; Critical content missing |
| c. Ask questions to clear up any confusion about the topics and texts under discussion. | 1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding. | 3= Partial Match; Focus <i>Notes:</i> OK revision adds purpose for asking and answering question but by specifying that the questions are about texts or other media, OK moves the expectation away from participation in collaborative conversation and group projects, where peers would ask and answer questions to and from each other. |
| CCSS.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | 1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding. | 1=Close Match |
| CCSS.SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | 1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding. | 1=Close Match |
| -- | 1.1.R.4 Students will restate and follow simple two-step directions. | 6=No Match; Strength in OK’s standards |
| -- | 1.1.W.2 Students will work respectfully in groups. | 8=No Match |
| <i>Presentation of Knowledge and Ideas</i> | | |
| CCSS.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | 1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas. | 1=Close Match |
| CCSS.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | 5=No Match |
| CCSS.SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) | 1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks. | 3=Partial Match; Focus <i>Notes:</i> OK statements are for writing; CCSS for speaking |
| L: Language Standards | | |
| <i>Conventions</i> | | |
| CCSS.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. | 1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression. | 1=Close Match |

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| b. Use common, proper, and possessive nouns. | 1.5.R.1 Students will recognize nouns as concrete objects (<i>i.e., people persons, places, and things</i>) and use the pronoun “I.” | 3=Partial Match <i>Notes:</i> The CCSS does not specify that students will <u>identify</u> nouns, pronouns, etc. The focus in CCSS is on use, not recognition. Recognition may be a focus in OK partly because of the format of the standards; identification appears in the “Reading (Listening)” column. Also: Is “people persons” an error in OK? |
| c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). | 1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (<i>.e.g, he sits; we sit</i>). | 3=Partial Match <i>Notes:</i> Focus in CCSS is on use, not recognition. |
| d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>). | 1.5.R.1 Students will recognize nouns as concrete objects (<i>i.e., people persons, places, and things</i>) and use the pronoun “I.” | 3=Partial Match <i>Notes:</i> Focus in CCSS is on use, not recognition. In addition, OK is more limited than CCSS in expectations around pronouns in grade 1. |
| e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). | 1.5.R.2 Students will recognize verbs as actions. | 3=Partial Match <i>Notes:</i> Again, difference in performance—“use” vs. “identify.” CCSS more comprehensive and high-level in expectations around verbs in grade 1. |
| f. Use frequently occurring adjectives. | 1.5.R.3 Students will identify color and number word <u>adjectives</u> . | 3=Partial Match <i>Notes:</i> Focus in CCSS is on use, not recognition. |
| g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). | | 5=No Match <i>Notes:</i> In OK at grade 3 “ 3.5.R.4 Students will recognize prepositions and conjunctions.” |
| h. Use determiners (e.g., articles, demonstratives). | | 5=No Match |
| i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). | 1.5.4.R Students will recognize the prepositions (<i>e.g., The dog is on top of the doghouse</i>) through pictures and movement. | 3=Partial Match <i>Notes:</i> Focus in CCSS is on use, not recognition. |
| j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts. | 1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks. | 2=Partial Match. |
| CCSS.L.1.2: Demonstrate command of the conventions of standard | 1.5.W.1 Students will capitalize: | 1=Close Match |

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| English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. | <ul style="list-style-type: none"> The first letter of a sentence Proper names Months and days of the week | |
| b. Use end punctuation for sentences. | 1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks. | 3=Partial Match <i>Notes:</i> The CCSS does not appear to specify that students will produce complete sentences at grade 1 in writing—does state this for speaking: CCSS.SL.1.6: Produce complete sentences when appropriate to task and situation. Is composing grammatically correct sentences with correct punctuation an appropriate expectation for grade 1? |
| c. Use commas in dates and to separate single words in a series. | | 5=No Match 3/16 NOTE: Commas appear in OK grade 3, 3.5.W.3 . |
| d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | 1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (<i>e.g., cup, like, cart</i>) and common irregularly spelled sight words (<i>e.g., the</i>) while editing. | 1=Close Match |
| e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | 1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (<i>e.g., cup, like, cart</i>) and common irregularly spelled sight words (<i>e.g., the</i>) while editing. | 1=Close Match |
| -- | 1.2.W.4 Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook</i>). | 8=No Match <i>Notes:</i> Not in CCSS at grade 1 for spelling; CCSS.L.2.4.e includes resources for meaning-- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| Knowledge of Language | | |
| (Begins in grade 3) | | |
| Vocabulary Acquisition and Use | | |
| CCSS.L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. | 1.4.R.3 Students will use context clues to determine the meaning of words with guidance or support. | 1=Close Match |

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| <p>CCSS.L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> | <p>1.4.R.2 Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define unfamiliar words with guidance and support.</p> | <p>1=Close Match</p> |
| <p>CCSS.L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>c. Identify frequently occurring root words (<i>e.g., look</i>) and their inflectional forms (<i>e.g., looks, looked, looking</i>).</p> | <p>1.4.R.2 Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define unfamiliar words with guidance and support.</p> | <p>2=Partial Match.</p> <p><i>Notes:</i> OK does not include inflectional forms.</p> |
| <p>CCSS.L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (<i>e.g., colors, clothing</i>) to gain a sense of the concepts the categories represent.</p> | <p>1.4.R.4 Students will name and sort words into categories based on common attributes.</p> | <p>1=Close Match</p> |
| <p>CCSS.L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Define words by category and by one or more key attributes (<i>e.g., a duck is a bird that swims; a tiger is a large cat with stripes</i>).</p> | <p>1.4.R.4 Students will name and sort words into categories based on common attributes.</p> | <p>1=Close Match</p> |
| <p>CCSS.L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (<i>e.g., note places at home that are cozy</i>).</p> | <p>1.4.R.1 Students will acquire new academic, content- specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p> | <p>2=Partial Match</p> |
| <p>CCSS.L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>d. Distinguish shades of meaning among verbs differing in manner (<i>e.g., look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (<i>e.g., large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> | | <p>4=No Match; Critical content missing</p> <p><i>Notes:</i> Understanding shades of meaning among verbs is a critical skill for reading and writing with precision.</p> |
| <p>CCSS.L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships</p> | <p>1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.</p> <p>1.4.W.2 Students will select appropriate language according to</p> | <p>2=Partial Match</p> <p><i>Notes:</i> OK does not specify conjunctions.</p> |

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| (e.g., <i>because</i>). | purpose in writing with guidance and support. | |
| -- | 1.4.R.5 Students will use a dictionary (<i>print and/or electronic</i>) to find words. | 8=No Match |

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| | <p>2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.</p> | <p>6 = No Match; Strength in OK’s standards</p> <p><i>Notes:</i> Regular independent reading is a good and important practice. However, the additional requirement that students select “appropriate” texts seems unnecessary and hard to measure. Consider simplifying.</p> |
| RL: Reading Standards for Literature | | |
| <i>Key Ideas and Details</i> | | |
| <p>CCSS.RL.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> | <p>2.3.R.7 Students will answer inferential questions (<i>e.g., how and why</i>) with guidance and support.</p> | <p>1=Close Match</p> <p><i>Notes:</i> OK focuses on higher-level questioning to draw inferences; CCSS focus is on comprehension.</p> |
| <p>CCSS.RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> | | <p>4=No Match; Critical content missing</p> |
| <p>CCSS.RL.2.3: Describe how characters in a story respond to major events and challenges.</p> | | <p>5=No Match</p> |
| <i>Craft and Structure</i> | | |
| <p>CCSS.RL.2.4: Describe how words and phrases (<i>e.g., regular beats, alliteration, rhymes, repeated lines</i>) supply rhythm and meaning in a story, poem, or song.</p> | | <p>5=No Match</p> |
| <p>CCSS.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> | | <p>5=No Match</p> |
| <p>CCSS.RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> | <p>2.3.R.2 Students will infer whether a story is narrated in the first or third person point of view in grade-level literary and/or informational text.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> Both address point of view; CCSS focus is on varied points of view of characters in literature.</p> |
| <i>Integration of Knowledge and Ideas</i> | | |
| <p>CCSS.RL.2.7: Use information from illustrations, other visual elements (<i>e.g., maps</i>), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.</p> | | <p>5=No Match</p> |

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| (Not applicable to literature) | | |
| <p>CCSS.RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> | <p>2.2.R.2 Students will begin to compare and contrast details (e.g., <i>plots or events, settings, and characters</i>) to discriminate genres.</p> | <p>3=Partial Match; Broad; Limiting Critical content missing</p> <p><i>Notes:</i> Making connections across texts is an important skill for students to learn. The OK standard limits the focus to discriminating genres. There also is no requirement of comparing texts from different cultures.</p> |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| <p>CCSS.RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p>*Pages 90-91 in the ELA “Final Version” of Standards from OK detail expectations regarding text complexity</p> | <p>4=No Match; Critical content missing</p> <p><i>Notes:</i> The progression of text complexity across grade levels is essential for vertical progression and, ultimately, for college and career readiness. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves, text complexity will not necessarily be an expectation; does not come across as a priority.</p> |
| | <p>2.2.R.3 Students will begin to summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text.</p> | <p><i>Notes:</i> Summarize appears in CCSS in grade 4, RL.4.2</p> |
| RI: Reading Standards for Informational Text | | |
| <i>Key Ideas and Details</i> | | |
| <p>CCSS.RI.2.1: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> | <p>2.3.R.7 Students will answer inferential questions (e.g., <i>how and why</i>) with guidance and support.</p> | <p>1=Close Match</p> <p><i>Notes:</i> OK focuses on higher-level questioning to draw inferences; CCSS focus is on comprehension.</p> |
| <p>CCSS.RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> | <p>2.2.R.1 Students will locate the main idea and supporting details of a text.</p> | <p>1=Close Match</p> |
| <p>CCSS.RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> | | <p>4=No Match; Critical content missing</p> <p><i>Notes:</i> In order to build knowledge, students should attend to how ideas and concepts connect.</p> |

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| <i>Craft and Structure</i> | | |
| <p>CCSS.RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> | <p>2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> OK does not specify that in grade 2 students will ask and answer questions about word meaning but the standards do include requirements that students will acquire new vocabulary. Building vocabularies in young children is crucial to building their reading comprehension skills.</p> |
| <p>CCSS.RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.</p> | <p>2.6.R.2 Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.</p> | <p>1=Close Match.</p> <p><i>Notes:</i> CCSS focus is on using features to find information; OK’s is on using features “to understand.”)</p> |
| <p>CCSS.RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> | <p>2.3.R.1 Students will determine the author’s purpose (<i>i.e. tell a story, provide information</i>).</p> | <p>2=Partial Match</p> <p><i>Notes:</i> Note that OK is slightly lower rigor than CCSS here—OK asks basically about genre (is it informational or narrative?) vs. CCSS ask students to think more closely about the specific purpose of an informational text.</p> |
| <i>Integration of Knowledge and Ideas</i> | | |
| <p>CCSS.RI.2.7: Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).</p> | <p>2.6.R.2 Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.</p> | <p>2=Partial Match.</p> |
| <p>CCSS.RI.2.8: Describe how reasons support specific points the author makes in a text.</p> | <p>2.3.R.5 Students will locate facts that are clearly stated in a text.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> CCSS is higher level with expectation that students describe how author supports ideas; OK is on fact identification.</p> |
| <p>CCSS.RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> | <p>2.2.R.2 Students will begin to compare and contrast details (<i>e.g., plots or events, settings, and characters</i>) to discriminate genres.</p> | <p>3=Partial Match; Difference in Focus</p> <p><i>Notes:</i> Both statements ask students to compare and contrast, but the CCSS is more tailored to informational rather than literary texts. In addition, the focus is different. In OK, performance is in service of discriminating genres.</p> |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| <p>CCSS.RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science and</p> | <p>*Pages 90-91 in the ELA “Final Version” of Standards from OK detail expectations regarding text complexity</p> | <p>4=No Match; Critical content missing</p> |

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| <p>technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | | <p><i>Notes:</i> The progression of text complexity across grade levels is essential for vertical progression and, ultimately, for college and career readiness. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves, text complexity will not necessarily be an expectation; does not come across as a priority.</p> |
| RF: Foundational Skills | | |
| <i>Phonics and Word Recognition</i> | | |
| <p>CCSS.RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> | <p>Phonics and Word Study: Students will decode and read words in context and isolation by applying phonics and word analysis skills.</p> | <p>1=Close Match</p> |
| <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> | <p>2.2.PWS.1 Students will decode one- and two-syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> • Vowel sounds <ul style="list-style-type: none"> ○ Long ○ Short | <p>1=Close Match</p> |
| <p>b. Know spelling sound correspondences for additional common vowel teams.</p> | <p>2.2.PWS.1 Students will decode one- and two-syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> • Vowel sounds <ul style="list-style-type: none"> ○ “r” controlled vowels (<i>e.g., ar, er, ir, or, ur</i>) • Vowel spelling patterns <ul style="list-style-type: none"> ○ Vowel digraphs (<i>e.g., ea, oa, ee</i>) ○ Vowel-consonant-silent-e (<i>e.g., lake</i>) ○ Vowel diphthongs (<i>vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy</i>) | <p>1=Close Match</p> |
| <p>c. Decode regularly spelled two-syllable words with long vowels.</p> | <p>2.2.PWS.1 Students will decode one- and two-syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> • Vowel sounds <ul style="list-style-type: none"> ○ Long | <p>1=Close Match</p> |
| <p>--</p> | <p>2.2.PWS.1 Students will decode one- and two-syllable words by</p> | <p>8=No Match</p> |

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| | using their knowledge of: <ul style="list-style-type: none"> • Single consonants, including those with two different sounds (<i>e.g., soft and hard c [cent, cat] and g [gem, goat]</i>) • Consonant blends (<i>e.g., bl, br, cr</i>) • Consonant digraphs and trigraphs (<i>e.g., sh-, -tch</i>) | |
| d. Decode words with common prefixes and suffixes. | 2.2.PWS.2 Students will decode words by applying knowledge of structural analysis: <ul style="list-style-type: none"> • Common roots and related prefixes and suffixes | 1=Close Match |
| e. Identify words with inconsistent but common spelling-sound correspondences. | 2.2.PWS.3 Students will read words in common word families (<i>e.g., -ight, -ink, -ine, -ow</i>). | 1=Close Match |
| f. Recognize and read grade-appropriate irregularly spelled words. | 2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text. | 1=Close Match |
| -- | 2.2.PWS.2 Students will decode words by applying knowledge of structural analysis: <ul style="list-style-type: none"> • All major syllable patterns (<i>e.g., closed, consonant +le, vowel team, vowel silent e, r-controlled</i>) • Inflectional endings (<i>e.g., -s, -ed, -ing</i>) • Compound words • Contractions • Abbreviations | 8=No Match <i>Notes:</i> Not in CCSS at grade 2 for decoding Grade 1 – CCSS.RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables. CCSS.RF.1.3.f Read words with inflectional endings. Compound words appear in grade 2 but with emphasis on meaning in CCSS: CCSS.L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (<i>e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). Contractions appear in grade 2 but with emphasis on spelling/punctuation conventions in CCSS: CCSS.L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives. |
| <i>Fluency</i> | | |

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| <p>CCSS.RF.2.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> OK includes key fluency expectations but does not include students' self-monitoring.</p> |
| W: Writing Standards | | |
| <i>Text Types and Purposes</i> | | |
| <p>CCSS.W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> | <p>OPINION 2.3.W.3 Students will express an opinion about a topic and provide reasons as support.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> OK level of detail does not match the specific criteria of the CCSS.</p> |
| <p>CCSS.W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> | <p>INFORMATIVE 2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> OK level of detail is improved does not match the specific criteria of the CCSS.</p> |
| <p>CCSS.W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> | <p>NARRATIVE 2.3.W.1 Students will write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>), and a basic setting (<i>i.e., time, place</i>) with guidance and support.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> OK level of detail is improved does not match the specific criteria of the CCSS.</p> |
| <i>Production and Distribution of Writing</i> | | |
| (Begins in grade 3) | | |
| <p>CCSS.W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> | <p>2.2.W.1 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.</p> <p>2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.</p> | <p>2=Partial Match.</p> <p><i>Notes:</i> Editing and revision for clarity and organization becomes a focus in OK grades 3 and 4.</p> |

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| <p>CCSS.W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | <p>2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.</p> <p>2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p> | <p>1=Close Match</p> |
| <i>Research to Build and Present Knowledge</i> | | |
| <p>CCSS.W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> | <p>2.6.R.1 Students will create their own questions to find information on their topic.</p> <p>2.6.R.3 Students will consult various visual and text reference sources to gather information.</p> <p>2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p> <p>2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p> <p>2.6.W.3 Students will organize and present their information in written and oral reports or display.</p> | <p>1=Close Match</p> <p><i>Notes:</i> Focus of OK statements on research different from specific focus of CCSS—but both expect students at grade 2 to engage in research and organize information on a topic.</p> |
| <p>CCSS.W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p> | <p>2.6.R.1 Students will create their own questions to find information on their topic.</p> <p>2.6.R.3 Students will consult various visual and text reference sources to gather information.</p> <p>2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p> <p>2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p> | <p>1=Close Match</p> <p><i>Notes:</i> Focus of OK statements on research different from specific focus of CCSS—but both expect students at grade 2 to engage in research and organize information on a topic.</p> |

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| | 2.6.W.3 Students will organize and present their information in written and oral reports or display. | |
| (Begins in grade 4) | | |
| <i>Range of Writing</i> | | |
| (Begins in grade 3) | | |
| -- | 2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences. | 6=No Match; Strength in OK’s standards <i>Notes:</i> Useful expectation for early writing that only appears in grade 1 in CCSS. The OK standard is also more comprehensive. |
| -- | 2.8.W Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>). | 8=No Match <i>Notes:</i> Range of writing begins in CCSS at grade 3: CCSS.3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| SL: Speaking and Listening | | |
| <i>Comprehension and Collaboration</i> | | |
| CCSS.SL.2.1: Participate in collaborative conversations about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. | 2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups. 2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member. | 1=Close Match |
| a. Follow agreed-upon rules for discussions (<i>e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). | 2.1.R.1 Students will actively listen and speak using appropriate discussion rules. | 1=Close Match |
| b. Build on others’ talk in conversations by linking their comments to the remarks of others. | | 4=No Match; Critical content missing <i>Notes:</i> Learning how to build on others’ talks is an important skill. |

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| c. Ask for clarification and further explanation as needed about the topics and texts under discussion. | 2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding. | 2=Partial Match <i>Notes:</i> Focus is different; CCSS focuses on asking questions to further discussion; OK focuses on asking and answering questions about text, audio, and multimedia |
| CCSS.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | 4=No Match; Critical content missing |
| CCSS.SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | 2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding. | 1=Close Match |
| <i>Presentation of Knowledge and Ideas</i> | | |
| CCSS.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | 2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | 1=Close Match |
| CCSS.SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | | 5=No Match |
| CCSS.SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) | | 4=No Match |
| -- | 2.1.R.4 Students will restate and follow multi-step directions. | 6=No Match; Strength of OK’s standards. |
| L: Language Standards | | |
| <i>Conventions</i> | | |
| CCSS.L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). | | 5=No Match |
| b. Form and use frequently occurring <u>irregular plural nouns</u> (e.g., <i>feet, children, teeth, mice, fish</i>). | 2.5.R.1 Students will recognize nouns, pronouns, and <u>irregular plural nouns</u> . | 3=Partial Match <i>Notes:</i> Focus in CCSS is on use, not recognition. |
| c. Use reflexive <u>pronouns</u> (e.g., <i>myself, ourselves</i>). | 2.5.R.1 Students will recognize nouns, <u>pronouns</u> , and irregular plural nouns. | 3=Partial Match <i>Notes:</i> Focus in CCSS is on use, not recognition. |
| d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). | 2.5.R.2 Students will recognize different types and tenses of verbs. | 3=Partial Match |

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| e. Use adjectives and adverbs, and choose between them depending on what is to be modified. | 2.5.R.3 Students will recognize adjectives. | Notes: Focus in CCSS is on use, not recognition. 3=Partial Match Notes: Focus in CCSS is on use, not recognition. |
| f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). | 2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks. | 1=Close Match Notes: The CCSS includes expanding and rearranging sentences in addition to producing sentences. |
| CCSS.L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. | 2.5.W.1 Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> • The first letter of a quotation • Holidays • Product names • Initials • Months and days of the week | 1=Close Match |
| b. Use commas in greetings and closings of letters. | | 5=No Match |
| c. Use an apostrophe to form contractions and frequently occurring possessives. | 2.5.W.2 Students will use simple contractions (e.g., <i>isn't, aren't, can't</i>). | 1=Close Match |
| d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>). | 2.2.W.3 Students will correctly spell grade-appropriate words while editing. | 2=Partial Match |
| e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | 2.2.W.4 Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, dictionaries</i>). | 1=Close Match |
| -- | 2.5.R.4 Students will recognize prepositions. | 8=No Match |
| -- | 2.5.R.5 Students will recognize the subject and predicate of a sentence. | 8=No Match |
| Knowledge of Language | | |
| CCSS.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. | | 4=No Match; Critical content missing Notes: Understanding of formal vs. informal English (and ability to adapt to context/task) is a crucial element of literacy. Note how CCSS builds in this statement across grade levels. |
| Vocabulary Acquisition and Use | | |

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| <p>CCSS.L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> | <p>2.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p> | <p>1=Close Match</p> |
| <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> | <p>2.4.R.2 Students will use word parts (e.g., <i>affixes, roots, stems</i>) to define and determine the meaning of new words.</p> | <p>1=Close Match</p> |
| <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> | <p>2.4.R.2 Students will use word parts (e.g., <i>affixes, roots, stems</i>) to define and determine the meaning of new words.</p> | <p>1=Close Match</p> |
| <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> | <p>2.2.PWS.2 ...-compound words</p> | <p>2=Partial Match</p> <p><i>Notes:</i> OK specifies that students will use compound words for decoding—but not to determine meaning.</p> |
| <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> | <p>2.4.R.5 Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings of words or phrases.</p> | <p>1=Close Match.</p> |
| <p>CCSS.L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that <i>are spicy or juicy</i>).</p> | <p>2.4.R.1 Students will acquire new academic, content- specific, grade-level vocabulary, <u>relate new words to prior knowledge</u>, and apply vocabulary in new situations.</p> | <p>2=Partial Match</p> |
| <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> | | <p>5=No Match.</p> |
| <p>CCSS.L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> | <p>2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p> <p>2.4.W.2 Students will select appropriate language according to purpose in writing.</p> | <p>3=Partial Match; Focus</p> <p><i>Notes:</i> Focus is different but both address using newly acquired vocabulary in students’ own communications.</p> |

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| -- | 3.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time. | 6 = No Match; Strength in OK’s standards <i>Notes:</i> Regular independent reading is a good and important practice. However, the additional requirement that students select “appropriate” texts seems unnecessary and hard to measure. |
| RL: Reading Standards for Literature | | |
| <i>Key Ideas and Details</i> | | |
| CCSS.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 3.3.R.7 Students will ask and answer inferential questions, using the text to support answers with guidance and support. | 1=Close Match |
| CCSS.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | 3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text. 3.2.R.3 Students will summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text. | 3=Partial Match; Key Content Missing <i>Notes:</i> OK does not include expectation that students will read tales from diverse cultures, or that they will explain how the moral or theme of the story is conveyed. 3.2.R.1 addresses key details, but suggests informational text only (not literary); the main idea would rarely be stated so that students could “locate” it in a literary text. |
| CCSS.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | 3.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> • Setting (<i>i.e., time, place</i>) • Plot • Characters • Characterization • Theme | 3=Partial Match; Broad |
| <i>Craft and Structure</i> | | |
| CCSS.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language | 3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. | 3=Partial Match; Broad <i>Notes:</i> The CCSS focuses on students defining words in text and considering literal and nonliteral meanings. OK statement is broader: the focus is on applying vocabulary knowledge to understand text. |

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| CCSS.RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections. | | 5=No Match |
| CCSS.RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. | 3.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text. | 3=Partial Match <i>Notes:</i> Both address point of view but substantively differently. |
| <i>Integration of Knowledge and Ideas</i> | | |
| CCSS.RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize particular aspects of characters or settings). | 3.7.R.2 Students will compare how ideas and topics are depicted in a variety of media and formats. | 3=Partial Match; Broad |
| (Not applicable to literature) | | |
| CCSS.RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | 3.2.R.2 Students will compare and contrast details (e.g., <i>plots or events, settings, and characters</i>) to discriminate genres. | 3=Partial Match <i>Notes:</i> Both standards require the performance of comparing and contrasting texts; CCSS focus is on books in same genre; OK focus is on discriminating genres. |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| CCSS.RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | *Pages 90-91 in the ELA “Final Version” of Standards from OK detail expectations regarding text complexity | 4=No Match; Critical content missing <i>Notes:</i> The progression of text complexity across grade levels is essential for vertical progression and, ultimately, for college and career readiness. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves, text complexity will not necessarily be an expectation; does not come across as a priority. |
| | 3.3.R.4 Students will find examples of literary devices: <ul style="list-style-type: none"> • Simile • Metaphor • Personification | 8=No Match |

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| | <ul style="list-style-type: none"> • Onomatopoeia • Hyperbole | |
| RI: Reading Standards for Informational Text | | |
| <i>Key Ideas and Details</i> | | |
| CCSS.RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 3.3.R.7 Students will ask and answer inferential questions, using the text to support answers with guidance and support. | 1=Close Match |
| CCSS.RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. | 3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text. | 1=Close Match |
| CCSS.RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | | 4=No Match; Critical content missing <i>Notes:</i> In order to build knowledge, students should attend to how ideas and concepts connect. |
| <i>Craft and Structure</i> | | |
| CCSS.RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . | 3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. | 1=Close Match |
| CCSS.RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | 3.6.R.2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text. | 2= Partial Match <i>Notes:</i> OK language is somewhat unclear; how do students use features to “define” a text? Does this mean categorize it in a specific genre? |
| CCSS.RI.3.6: Distinguish their own point of view from that of the author of a text. | | 5=No Match |
| <i>Integration of Knowledge and Ideas</i> | | |
| CCSS.RI.3.7: Use information gained from illustrations, (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | 3.7.R.2 Students will compare how ideas and topics are depicted in a variety of media and formats. | 3=Partial Match; Broad |
| CCSS.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | 3.3.R.6 Students will describe the structure of a text (e.g., <i>descriptions, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support. | 2=Partial Match. <i>Notes:</i> The CCSS standard is a skill that will prepare students to look for the evidence that authors provide for their claims. |
| CCSS.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic. | | 4=No Match |

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| <i>Range of Reading and Level of Text Complexity</i> | | |
| <p>CCSS.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band independently and proficiently.</p> | <p>*Pages 90-91 in the ELA “Final Version” of Standards from OK detail expectations regarding text complexity</p> | <p>4=No Match; Critical content missing</p> <p><i>Notes:</i> The progression of text complexity across grade levels is essential for vertical progression and, ultimately, for college and career readiness. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves, text complexity will not necessarily be an expectation; does not come across as a priority.</p> |
| -- | <p>3.3.R.1 Students determine the author’s stated and implied purpose (<i>i.e., entertain, inform, persuade</i>).</p> | 8=No Match |
| | <p>3.3.R.5 Students will distinguish fact from opinion in a text.</p> | 8=No Match |
| RF: Foundational Skills | | |
| <i>Phonics and Word Recognition</i> | | |
| <p>CCSS.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> | <p>Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills.</p> <p>3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.</p> | 1=Close Match |
| <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> | <p>3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> • Common roots and related prefixes and suffixes | 1=Close Match |
| <p>b. Decode words with common Latin suffixes.</p> | <p>3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> • Common roots and related prefixes and suffixes | 1=Close Match |

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| c. Decode multisyllable words. | <p>3.2.PWS.1 Students will decode multisyllabic words using their knowledge of:</p> <ul style="list-style-type: none"> • ... <p>3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> • ... | 1=Close Match |
| d. Read grade-appropriate irregularly spelled words | <p>3.2.F.1 Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.</p> | 1=Close Match |
| -- | <p>3.2.PWS.1 Students will decode multisyllabic words using their knowledge of:</p> <ul style="list-style-type: none"> • “r” controlled vowels (e.g., ar, er, ir, or, ur) • Vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy) <p>3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> • All major syllable patterns • Contractions • Abbreviations | 8=No Match |
| 4 | | |
| <p>CCSS.RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>3.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> | 2=Partial Match. |
| W:Writing Standards | | |
| <i>Text Types and Purposes</i> | | |

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| <p>CCSS.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section. | <p>OPINION</p> <p>3.3.W.3 Students will express an opinion about a topic and provide reasons as support.</p> | 2=Partial Match |
| <p>CCSS.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provide a concluding statement or section. | <p>INFORMATIVE</p> <p>3.3.W.2 Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.</p> | 2=Partial Match |
| <p>CCSS.W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. | <p>NARRATIVE – Grade Level Focus</p> <p>3.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, and conflict (<i>i.e., solution and resolution</i>).</p> | 2=Partial Match |
| <i>Production and Distribution of Writing</i> | | |
| <p>CCSS.W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).</p> | <p>3.8.W Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.</p> | <p>2=Partial Match.</p> <p><i>Notes:</i> OK does not specify alignment of development/organization with task/purpose.</p> |
| <p>CCSS.W.3.5: With guidance and support from peers and adults,</p> | <p>3.2.W.1 Students will develop drafts by categorizing ideas and</p> | 1=Close Match |

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| develop and strengthen writing as needed by planning, revising, and editing. | organizing them into paragraphs using correct paragraph indentations. 3.2.W.2 Students will edit drafts and revise for clarity and organization. | |
| CCSS.W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | 3.7.W.1 Students will create multimodal content that communicates an idea using technology or appropriate media. 3.7.W.2 Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings. | 2=Partial Match <i>Notes:</i> Use of technology to communicate is shared idea across CCSS and OK. |
| <i>Research to Build Knowledge</i> | | |
| CCSS.W.3.7: Conduct short research projects that build knowledge about a topic. | | 4=No Match <i>Notes:</i> Requiring several short research projects (as in upper elementary in OK) enables students to repeat the research process many times in a year so they are able to develop the expertise needed to conduct research independently. |
| CCSS.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | 3.6.R.3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews. 3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids. | 1=Close Match <i>Notes:</i> OK focus on multimodal literacies for information gathering. |
| (Begins in grade 4) | | |
| -- -- -- -- | 3.6.R.1 Students will use their own questions to find information on their topic. 2.6.R.4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support. 3.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest. 3.6.W.3 Students will summarize and present information in a report. | 6=No Match; Strength in OK’s standards <i>Notes:</i> Both sets of standards emphasize research but this is an example where OK is more specific and rigorous than CCSS although it is unclear whether or not grade 3 students are able to execute all of these demands. |
| <i>Range of Writing</i> | | |
| CCSS.W.3.10: Write routinely over extended time frames (time for | 3.8.W Students will write independently over extended periods of | 1=Close Match |

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| research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes. | |
| -- | 3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences. | 8=No Match |
| SL: Speaking and Listening | | |
| <i>Comprehension and Collaboration</i> | | |
| CCSS.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation or other information known about the topic to explore ideas under discussion. | 3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings. 3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member. | 1=Close Match |
| b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | 3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules. | 1=Close Match |
| c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | 3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding. | 2=Partial Match <i>Notes:</i> Focus is different; CCSS focuses on asking questions to further discussion; OK focuses on asking and answering questions about text, audio, and multimedia |
| d. Explain their own ideas and understanding in light of the discussion | 3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, <u>expressing their own ideas clearly</u> in pairs, diverse groups, and whole class settings. | 1=Close Match |
| CCSS.SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | 5=No Match |
| CCSS.SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | 3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding. | 2=Partial Match |
| <i>Presentation of Knowledge and Ideas</i> | | |
| CCSS.SL.3.4: Report on a topic or text, tell a story, or recount an | 3.1.W.1 Students will report on a topic or text, tell a story, or | 1=Close Match |

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| experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace. | |
| CCSS.SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | 3.7.W.1 Students will create multimodal content that communicates an idea using technology or appropriate media. 3.7.W.2 Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings. | 2=Partial Match; Focus <i>Notes:</i> Idea of multimodal media to communicate ideas is shared across both expectations—though focus is different |
| CCSS.SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) | | 4=No Match <i>Notes:</i> OK should think about adding a standard that requires students to produce complete sentences when appropriate. |
| L: Language Standards | | |
| <i>Conventions</i> | | |
| CCSS.L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | 3.5.R.1 Students will recognize <u>pronouns</u> and possessive nouns. 3.5.R.3 Students will recognize <u>adjectives</u> , articles as <u>adjectives</u> , and <u>adverbs</u> . | 2=Partial Match <i>Notes:</i> CCSS includes that students will “explain the function”—OK specifies that students will “recognize.” |
| b. Form and use regular and irregular plural nouns. | | 5=No Match |
| c. Use abstract nouns (e.g., <i>childhood</i>). | | 5=No Match |
| d. Form and use regular and irregular verbs. | 3.5.R.2 Students will recognize <u>irregular</u> and past participle verbs and verb tense to identify settings, times and sequences in text. | 1=Close Match |
| e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. | 3.5.R.2 Students will recognize <u>irregular</u> and past participle verbs and verb tense to identify settings, times and sequences in text. | 1=Close Match |
| f. Ensure subject-verb and pronoun-antecedent agreement.* | 3.5.R.5 Students will recognize the subject and verb agreement. | 1=Close Match |
| g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | | 5=No Match <i>Notes:</i> OK includes comparative adjectives in grade 4: 4.5.R.3 Students will recognize comparative and superlative adjectives and adverbs. |
| h. Use coordinating and subordinating conjunctions. | 3.5.R.4 Students will recognize prepositions and <u>conjunctions</u> . | 3=Partial Match |

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| | | <i>Notes:</i> Focus in CCSS is on use, not identification. |
| i. Produce simple, compound, and complex sentences. | 3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences. | 1=Close Match |
| CCSS.L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. | 3.5.W.1 Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> • Titles of respect • Appropriate words in titles • Geographical names | 1=Close Match |
| b. Use commas in addresses. | 3.5.W.3 Students will compose and expand grammatically correct sentences and questions with <u>appropriate commas</u> , apostrophes, quotation marks, and end marks as needed for dialogue. | 1=Close Match <i>Notes:</i> Why specify just for “as needed for dialogue”? |
| c. Use commas and quotation marks in dialogue. | 3.5.W.3 Students will compose and expand grammatically correct sentences and questions with <u>appropriate commas</u> , apostrophes, quotation marks, and end marks as needed for dialogue. | 1=Close Match |
| d. Form and use possessives. | 3.5.R.1 Students will recognize pronouns and <u>possessive nouns</u> . | 3=Partial Match <i>Notes:</i> Focus in CCSS is on use, not recognition. |
| e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). | 3.2.W.2 Students will correctly spell grade-appropriate words while editing. | 2=Partial Match |
| f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | 3.2.W.2 Students will correctly spell grade-appropriate words while editing. | 2=Partial Match |
| g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | 3.2.W.4 Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries</i>). | 1=Close Match |
| -- | 3.5.R.4 Students will recognize <u>prepositions</u> and conjunctions. | 8=No Match <i>Notes:</i> Prepositions not in grade 3 CCSS |
| -- | 3.5.W.3 Students will compose and expand grammatically correct sentences and questions with <u>appropriate commas</u> , <u>apostrophes</u> , quotation marks, and <u>end marks</u> , as needed for dialogue. | 8=No Match <i>Notes:</i> End marks and apostrophes not specified in CCSS grade 3. |
| | 3.5.W.2 Students will use complex contractions (e.g., <i>should’ve</i> , | 8=No Match |

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| <i>won't</i>). | | |
| <i>Knowledge of Language</i> | | |
| CCSS.L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* | | 5=No Match |
| b. Recognize and observe differences between the conventions of spoken and written standard English. | | 4=No Match; Critical content missing <i>Notes:</i> Purposeful use of academic, written English vs. conversational English (and later, ability to adapt to context/task) is a crucial element of literacy. Note how CCSS builds in this statement across grade levels. |
| <i>Vocabulary Acquisition and Use</i> | | |
| CCSS.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. | Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. 3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. | 1=Close Match |
| a. Use sentence-level context as a clue to the meaning of a word or phrase. | 3.4.R.3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words. | 1=Close Match |
| b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). | 3.4.R.2 Students will use word parts (e.g., <i>affixes, roots, stems</i>) to define and determine the meaning of new words. | 1=Close Match |
| c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). | 3.4.R.2 Students will use word parts (e.g., <i>affixes, roots, stems</i>) to define and determine the meaning of new words. | 1=Close Match |
| d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | 3.4.R.5 Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words. | 1=Close Match |
| CCSS.L.3.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). | | 5=No Match |
| b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe | 3.4.R.4 Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms. | 2=Partial Match <i>Notes:</i> Both address word relationships—specifics differ between |

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| <p>states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> | | <p>CCSS and OK.</p> <p>CCSS in grade 4 addresses synonyms and antonyms: CCSS.L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| <p>CCSS.L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> | <p>3.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p> <p>3.4.W.2 Students will select appropriate language according to purpose in writing.</p> | <p>2=Partial Match; Measurability, clarity</p> <p><i>Notes:</i> How would one know if a student is applying knowledge of word parts to communicate ideas in writing? Why just specify vocabulary usage in writing? Might make sense to broaden application to oral communication as well.</p> <p>This statement could be more to the point: “Students will use descriptive, academic, and domain-specific vocabulary in oral and written communication.”</p> |

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| -- | 4.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time. | 6 = No Match; Strengthens OK’s standards <i>Notes:</i> Regular independent reading is a good and important practice. However, the additional requirement that students select “appropriate” texts seems unnecessary and hard to measure. Consider simplifying. |
| RL: Reading Standards for Literature | | |
| <i>Key Ideas and Details</i> | | |
| CCSS.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 4.3.R.7 Students will ask and answer inferential questions using the text to support answers. | 1=Close Match <i>Notes:</i> Shared focus on textual support |
| CCSS.RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. | 4.2.R.3 Students will summarize events or plots (<i>i.e., beginning, middle, end, conflict, and climax</i>) of a story or text. 4.3.R.3 Students will describe key literary elements: <ul style="list-style-type: none"> • theme | 1=Close Match |
| CCSS.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | 4.3.R.3 Students will describe key literary elements: <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e., protagonist, antagonist</i>) • characterization • theme | 2=Partial Match <i>Notes:</i> Both address literary elements. |
| <i>Craft and Structure</i> | | |
| CCSS.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>). | 4.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. | 2=Partial Match <i>Notes:</i> The state is addressing vocabulary, but the standards miss all the ways that this CCS standard addresses poetry, mythology, and foundational texts across the grade levels. |
| CCSS.RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text. | 4.3.R.6 Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>). | 3=Partial Match; With recommendations <i>Notes:</i> OK structures seem more relevant to informational texts than to literary texts. |

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| CCSS.RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | 4.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text. | 1=Close Match. |
| <i>Integration of Knowledge and Ideas</i> | | |
| CCSS.RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | -- | 5=No Match |
| (Not applicable to literature) | | |
| CCSS.RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | -- | 4=No Match; Critical performance missing <i>Notes:</i> Asking students to compare and contrast the treatment of similar themes will build their knowledge and analytic skills. |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| CCSS.RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | *Pages 90-91 in the ELA “Final Version” of Standards from OK detail expectations regarding text complexity | 4=No Match; Critical content missing <i>Notes:</i> The progression of text complexity across grade levels is essential for vertical progression and, ultimately, for college and career readiness. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves, text complexity will not necessarily be an expectation; does not come across as a priority. |
| -- | 4.3.R.4 Students will find examples of literary devices: <ul style="list-style-type: none"> • simile • personification • onomatopoeia • hyperbole • imagery • symbolism • tone | 8=No Match |

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| RI: Reading Standards for Informational Text | | |
| <i>Key Ideas and Details</i> | | |
| CCSS.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 4.3.R.7 Students will ask and answer inferential questions using the text to support answers. | 1=Close Match <i>Notes:</i> Shared focus on textual support. |
| CCSS.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. | 4.2.R.1 Students will distinguish how key details support the main idea of a passage. 4.2.R.3 Students will summarize events or plots (<i>i.e., beginning, middle, end, conflict, and climax</i>) of a story or text. | 3=Partial Match; Clarity <i>Notes:</i> Summarize statement in OK seems closely tied to literary text (events, plots). Because OK does not separate the two types of texts (literary and informational), the specific expectations for the effective criteria for retelling are unclear. |
| CCSS.RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | | 5=No Match <i>Notes:</i> This is an important skill, however, perhaps OK thinks it has this content covered already. |
| <i>Craft and Structure</i> | | |
| CCSS.RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . | 4.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. | 1=Close Match |
| CCSS.RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect) of events, ideas, concepts, or information in a text or part of a text. | 4.3.R.6 Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>). | 1=Close Match |
| CCSS.RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | 4.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text. | 2=Partial Match <i>Notes:</i> As worded, OK statement seems focused on literary text – “whether a <u>story</u> ...” |
| <i>Integration of Knowledge and Ideas</i> | | |
| CCSS.RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | 4.7.R.1 Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings. 4.7.R.2 Students will compare and contrast how ideas and topics are depicted in a variety of media and formats. | 3 |

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| CCSS.RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. | | 4=No Match <i>Notes:</i> This is a skill that will prepare students to analyze arguments, looking for the evidence that authors provide for their claims. |
| CCSS.RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably | 4.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres. | 4=No Match <i>Notes:</i> Asking students to think about two texts on the same topic is a critical component to building their knowledge and analytic skills. The OK standard is too limiting by specifying that students do this only “to discriminate various genres.” |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| CCSS.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | *Pages 90-91 in the ELA “Final Version” of Standards from OK detail expectations regarding text complexity | 4=No Match; Critical content missing <i>Notes:</i> The progression of text complexity across grade levels is essential for vertical progression and, ultimately, for college and career readiness. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves, text complexity will not necessarily be an expectation; does not come across as a priority. |
| -- | 4.3.R.1 Students will determine the author’s purpose (<i>i.e. entertain, inform, persuade</i>) and infer the difference between the stated and implied purpose. | 8=No Match |
| -- | 4.2.R.4 Students will begin to paraphrase main ideas with supporting details in a text. | 8=No Match |
| -- | 4.3.R.5 Students will distinguish fact from opinion in text and investigate facts for accuracy. | 8=No Match |
| RF: Foundational Skills | | |
| <i>Phonics and Word Recognition</i> | | |
| CCSS.RF.4.1: Know and apply grade-level phonics and word analysis | 4.2.PWS.1 Students will use their combined knowledge of letter- | 1=Close Match |

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| skills in decoding words. <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words. | |
| -- | 4.2.F.1 Students will read high frequency and irregularly spelled grade-level words with automaticity in text. | 8=No Match |
| <i>Fluency</i> | | |
| CCSS.RF.4.2: Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | 4.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension. | 2=Partial Match |
| <ul style="list-style-type: none"> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | 5=No Match |
| W: Writing Standards | | |
| <i>Text Types and Purposes</i> | | |
| CCSS.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented | OPINION 4.3.W.3 Students will express an opinion about a topic and provide fact-based reasons as support. | 2=Partial Match |
| CCSS.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to | INFORMATIVE – Grade Level Focus 4.3.W.2 Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words. | 3=Partial Match; Broad |

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| <p>the topic.</p> <ul style="list-style-type: none"> c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. | | |
| <p>CCSS.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. | <p>NARRATIVE 4.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., solution and resolution</i>), and dialogue.</p> | <p>2=Partial Match</p> |
| <i>Production and Distribution of Writing</i> | | |
| <p>CCSS.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>4.8.W Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.</p> | <p>3=Partial Match; Important content missing</p> <p><i>Notes:</i> The CCSS statement focuses on:</p> <ul style="list-style-type: none"> *Clarity *Coherence *Development *Organization <p>Appropriate to task, purpose, and audience. OK aligns in that it also states that students will seek to “communicate with different audiences for a variety of purposes”</p> |
| <p>CCSS.W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> | <p>4.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs.</p> | <p>1=Close Match</p> |

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| | 4.2.W.2 Students will edit drafts and revise for clarity and organization. | |
| CCSS.W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. | 4.7.W.1 Students will create multimodal content that effectively communicates an idea using technology or appropriate media. 4.7.W.2 Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings. | 2=Partial Match <i>Notes:</i> Both sets of standards emphasize use of technology to communicate content but CCSS focuses on publishing and collaborating while OK focuses on using multimedia to more effectively communicate ideas. |
| <i>Research to Build Knowledge</i> | | |
| CCSS.W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. | 4.6.R.1 Students will use their own viable research questions to find information about a specific topic. 4.6.W.1 Students will generate a viable research question about a specific topic. 4.8.W.1 Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes. | 2=Partial Match |
| CCSS.W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | 4.6.R.3 Students will determine the relevance and reliability of the information gathered. 4.6.W.3 Students will summarize and present information in a report. | 1=Close Match |
| CCSS.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (<i>e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”</i>). b. Apply <i>grade 4 Reading standards</i> to informational texts (<i>e.g., “Explain how an author uses reasons and evidence to support particular points in a text”</i>). | 4.6.W.2 Students will organize information found during research, following a modified citation style (<i>e.g., author, title, publication date</i>) with guidance and support. | 4=No Match; Critical content missing <i>Notes:</i> This is an important gap. The focus of the OK standard is different; it focuses on citation style rather than textual evidence. |
| -- | 4.6.R.2 Students will use graphic features including photos, | 8=No Match |

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| | illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text. | <i>Notes:</i> See CCSS grade 1: CCSS.RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| <i>Range of Writing</i> | | |
| CCSS.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 4.8.W Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes. | 1=Partial Match <i>Notes:</i> Does OK also want to specify shorter time frames to emphasize that writing is a regular occurrence in the classroom; not reserved for extended, special writing projects? |
| -- | 4.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences. | 7=No Match; Progression <i>Notes:</i> Not in CCSS at grade 4; formation of letters appears in early elementary in CCSS. Assumption that students are expected to have met the earlier standards. |
| SL: Speaking and Listening | | |
| <i>Comprehension and Collaboration</i> | | |
| CCSS.SL.4.1: Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. | 4.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. 4.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member. | 1=Close Match |
| a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions. | -- | 4=No Match <i>Notes:</i> Given OK's emphasis on research and students drawing evidence from texts, it's curious why OK would not include a similar standard. This skill is important for students to master for college work and on the job. |
| b. Follow agreed-upon rules for discussions and carry out assigned roles. | 4.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules. | 2=Partial Match <i>Notes:</i> The OK standards refer to actively listening and speaking clearly; CCSS focuses on rules, goals, and roles. |

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| c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | 4.1.R.2 Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding. | 3=Partial Match Notes: Both statements address asking and answering questions, but CCSS ties this specifically to collaborative discussions, while OK is written more broadly to encompass any “ideas presented orally, through text or other media.” |
| d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | 5=No Match |
| CCSS.SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. | | 4=No Match; Critical content missing |
| SL.4.3: Identify the reasons and evidence a speaker provides to support particular points. | | 4=No Match; Critical content missing |
| <i>Presentation of Knowledge and Ideas</i> | | |
| CCSS.SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | 4.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace. | 1=Close Match |
| CCSS.SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | 4.7.W.2 Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings. | 1=Close Match <i>Notes:</i> CCSS suggests that students will “Add audio...and visual...” whereas OK focus is on the creation of “multimodal content.” But both address expectation for facility with digital presentations that go beyond text/written papers. |
| CCSS.SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations). | -- | 4=No Match; Critical content missing <i>Notes:</i> Understanding of formal vs. informal English (and ability to adapt to context/task) is a crucial element of literacy. Note how CCSS builds in this statement across grade levels. |
| L: Language Standards | | |
| <i>Conventions</i> | | |
| CCSS.L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). | 4.5.R.1 Students will recognize <u>pronouns</u> and irregular possessive nouns. | 3=Partial Match <i>Notes:</i> Focus in CCSS is on use, not recognition. |

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| b. Form and use the progressive (e.g., <i>I was walking</i> ; <i>I am walking</i> ; <i>I will be walking</i>) verb tenses. | 4.5.R.2 Students will recognize present perfect verbs and verb tense to identify setting, times, sequences and conditions in text. | 3=Partial Match <i>Notes:</i> Focus in CCSS is on use, not recognition. |
| c. Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i>) to convey various conditions. | -- | 5=No Match |
| d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). | -- | 5=No Match |
| e. Form and use prepositional phrases. | 4.5.R.4 Students will recognize prepositional phrases and conjunctions. | 3=Partial Match <i>Notes:</i> Focus in CCSS is on use, not recognition |
| f. Produce complete sentences, recognizing and correcting in appropriate fragments and run-ons.* | 4.5.W.3 Students will <u>compose</u> simple, compound and complex sentences and questions appropriately, create sentences with an understood subject, and correct fragments and run-on sentences. | 1=Close Match |
| g. Correctly use frequently confused words (e.g., <i>to</i> , <i>too</i> , <i>two</i> ; <i>there</i> , <i>their</i>).* | -- | 5=No Match |
| CCSS.L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. | 4.5.W.1 Students will capitalize: <ul style="list-style-type: none"> • familial relations • proper adjectives • conventions of letter writing | 1=Close Match |
| b. Use commas and quotation marks to mark direct speech and quotations from a text. | 4.5.W.2 Students will compose and expand grammatically correct sentences and questions with appropriate <u>commas</u> , end marks, apostrophes, and <u>quotation marks as needed for dialogue</u> . | 1=Close Match |
| c. Use a comma before a coordinating conjunction in a compound sentence. | 4.5.W.2 Students will compose and expand grammatically correct sentences and questions with appropriate <u>commas</u> , end marks, apostrophes, and <u>quotation marks as needed for dialogue</u> . | 3=Partial Match; Broad <i>Notes:</i> CCSS is more helpful here in specifying a more “sophisticated” use of the comma expected in grade 4. |
| d. Spell grade-appropriate words correctly, consulting references as needed. | 4.2.W.3 Students will correctly spell grade-appropriate words while editing. 4.2.W.4 Students will use resources to find correct spellings of words (e.g., <i>word wall</i> , <i>vocabulary notebook</i> , <i>print and electronic dictionaries</i> , and <i>spell-check</i>). | 1=Close Match |
| -- | 4.5.W.4 Students will compose declarative, interrogative, imperative, and exclamatory sentences. | 8=No Match |

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| -- | 4.5.R.5 Students will recognize the subject and verb agreement. | 1=No Match (at grade) <i>Notes:</i> CCSS grade 3 includes this statement under L.3.1 with an asterisk indicating that this statement is “particularly likely to require continued attention in higher grades as Applied to increasingly sophisticated writing and speaking” (see CCSS standards page 30) f. Ensure subject-verb and pronoun-antecedent agreement.* |
| -- | 4.5.R.3 Students will recognize comparative and superlative adjectives and adverbs. | 8=No Match (at grade) <i>Notes:</i> CCSS grade 3 L.3.1 included statement on comparative and superlative adjectives and adverbs: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |
| <i>Knowledge of Language</i> | | |
| CCSS.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* | -- | 5=No Match |
| b. Use punctuation for effect.* | -- | 5=No Match |
| c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | -- | 4=No Match; Critical content missing <i>Notes:</i> Understanding of formal vs. informal English (and ability to adapt to context/task) is a crucial element of literacy. Note how CCSS builds in this statement across grade levels. |
| <i>Vocabulary Acquisition and Use</i> | | |
| CCSS.L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | 4.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. 4.4.R.3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words. | 1=Close Match |
| b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , | 4.4.R.2 Students will use <u>word parts</u> (e.g., <i>affixes, Greek and Latin roots, stems</i>) to define and determine the meaning of new words. | 1=Close Match |

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| <i>photograph, autograph</i>). | | |
| c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | 4.4.R.5 Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words. | 1=Close Match. |
| CCSS.L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. | 4.3.R.4 Students will find examples of literary devices: <ul style="list-style-type: none"> • simile • metaphor | 2=Partial Match. <i>Notes:</i> OK focus is on locating examples; CCSS focus is on explaining meaning. |
| b. Recognize and explain the meaning of common idioms, adages, and proverbs. | -- | 5=No Match |
| c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | 4.4.R.4 Students will infer relationships among words with multiple meanings, <u>including synonyms, antonyms,</u> and more complex homographs and homonyms. | 1=Close Match |
| CCSS.L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation,</i> and <i>endangered</i> when discussing animal preservation). | 4.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing. 4.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing. | 2=Partial Match |

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| -- | 5.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time. | 6 = No Match; Strength in OK’s standards <i>Notes:</i> Regular independent reading is a good and important practice. However, the additional requirement that students select “appropriate” texts seems unnecessary and hard to measure. |
| RL: Reading Standards for Literature | | |
| <i>Key Ideas and Details</i> | | |
| CCSS.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | 5.3.R.3 Students will describe and find textual evidence of key literary elements: <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e. protagonist, antagonist</i>) • characterization • theme | 3=Partial Match <i>Notes:</i> OK does not have a separate throughline on textual evidence. The inclusion of textual evidence is rather haphazard in the standards—included in some reading standards and not in others. OK references textual evidence in specific reading standards but not always the same one across the grade levels. |
| CCSS.RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | 5.3.R.3 Students will describe and find textual evidence of key literary elements: <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e. protagonist, antagonist</i>) • characterization • theme 5.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events. | 3=Partial Match; Clarity <i>Notes:</i> This OK statement is an odd blend of literary and informational expectations. If students write a summary for a literary text, they wouldn’t be able to include “main idea and supporting details” necessarily—might summarize by plot, setting, character. Has the student met the standard? If they write a summary for an informational text, maybe there’s not a “logical sequence of events.” Maybe it is an argument, with supporting reasons, not chronological events. Has the student met the standard? |
| CCSS.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | 5.3.R.3 Students will describe and find textual evidence of key literary elements: <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e. protagonist, antagonist</i>) • characterization | 3=Partial Match; Broad <i>Notes:</i> OK statement could include an activity like that suggested by CCSS.RL.5.3 but could also be done at a lower level; also problematic because OK hasn’t clearly delineated staircase of text complexity within the standards themselves. |

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| | <ul style="list-style-type: none"> • theme | |
| <i>Craft and Structure</i> | | |
| <p>CCSS.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> | <p>5.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>5.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • symbolism • tone | <p>3=Partial Match; Measurability</p> <p><i>Notes:</i> Again, this OK statement includes many elements which may make it challenging to measure—students need to identify simile and metaphor, for example, and presumably be able to interpret their meaning, and then be able to relate them to the textual meaning overall and analyze the effects of their use in the text.</p> <p>Writing standards is challenging—don’t want them to seem atomistic and isolated but integrating too many things into one statement makes it harder to parse the expectation and to measure when students have met the expectation.</p> |
| <p>CCSS.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> | -- | <p>4=No Match</p> <p><i>Notes:</i> Understanding how parts of a text fit together create meaning is an important skill for students to know how to do.</p> |
| <p>CCSS.RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.</p> | <p>5.3.R.2 Students will determine the point of view and describe how it affects grade-level literary and/or informational text.</p> | <p>3=Partial Match; Broad, Measurability</p> <p><i>Notes:</i> Breadth of OK statement may pose measurement challenges as it asks for students to describe how point of view affects text.</p> |
| <i>Integration of Knowledge and Ideas</i> | | |
| <p>CCSS.RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> | <p>5.7.R.1 Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.</p> | <p>3=Partial Match; Broad, Measurability</p> <p><i>Notes:</i> OK statement may pose challenges because it encompasses so much—does not clearly indicate one instructional approach or assessment activity. Narrow focus of CCSS could fall under this broad umbrella but not necessarily.</p> |
| (Not applicable to literature) | | |
| <p>CCSS.RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> | <p>5.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.</p> | <p>3=Partial Match</p> <p><i>Notes:</i> In 5.2.R.2, OK includes qualifier: “to distinguish genres.” Is</p> |

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| | <p>5.3.R.7 Students will compare and contrast texts and ideas within and between texts.</p> | <p>that the only reason? To identify one as literary and one as nonfiction? Seems as if by grade 5 students could be considering how similar topics and ideas are developed differently and impact the reader differently when conveyed through narrative vs. nonfiction text? More likely they are comparing and contrasting BOTH details AND structures/approaches/techniques/style. More likely they are doing it not just to “distinguish” genres but to evaluate the effectiveness or impact of each. 5.3.R.7 is just too broad to meaningfully guide instruction and learning.</p> |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| <p>CCSS.RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the high end of the grades 4–5 text complexity band independently and proficiently.</p> | <p>*Pages 90-91 in the ELA “Final Version” of Standards from OK detail expectations regarding text complexity</p> | <p>4=No Match; Critical content missing</p> <p><i>Notes:</i> The progression of text complexity across grade levels is essential for vertical progression and, ultimately, for college and career readiness. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves, text complexity will not necessarily be an expectation; does not come across as a priority.</p> |
| RI: Reading Standards for Informational Text | | |
| <i>Key Ideas and Details</i> | | |
| <p>CCSS.RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>5.3.R.6 Students will distinguish the structures of texts (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) and content by making inferences about texts and use textual evidence to support understanding.</p> | <p>4=No Match; Critical content missing</p> <p><i>Notes:</i> Asking students to make claims and inferences about texts and supporting them with evidence are important skills for college and careers. Here the OK focus is on distinguishing structure of texts and content, rather than making logical inferences and supporting them with evidence more broadly. OK does not have a separate throughline on textual evidence. The inclusion of textual evidence is rather haphazard in the standards—included in some</p> |

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| | | reading standards and not in others. |
| <p>CCSS.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> | <p>5.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.</p> | <p>3=Partial Match; Clarity</p> <p><i>Notes:</i> The OK standard does not pick up on progression in CCSS to two or more main ideas. This statement is also an odd blend of literary and informational expectations. If students write a summary for a literary text, they wouldn't be able to include "main idea and supporting details" necessarily—might summarize by plot, setting, character. Has the students met the standard? If they write a summary for an informational text, maybe there's not a "logical sequence of events." Maybe it is an argument, with supporting reasons, not chronological events. Has the student met the standard?</p> |
| <p>CCSS.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> | -- | <p>4=No Match; Critical content missing</p> <p><i>Notes:</i> In order to build knowledge, students should attend to how ideas and concepts connect.</p> |
| <i>Craft and Structure</i> | | |
| <p>CCSS.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> | <p>5.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> | <p>3=Partial Match; Measurability</p> <p><i>Notes:</i> OK focuses on meaning of text; CCSS is focused on meaning of words and phrases and in particular the meaning of academic and domain-specific words.</p> |
| <p>CCSS.RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> | <p>5.3.R.6 Students will distinguish the structures of texts (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) and content by making inferences about texts and use textual evidence to support understanding.</p> <p>5.3.R.7 Students will compare and contrast texts and ideas within and between texts.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> CCSS has students comparing organizational structures across texts; in OK students identify the structure of a single text. The other OK statement is broad—could encompass CCSS task but not necessarily. Could be done at a lower level than that which CCSS is suggesting.</p> |
| <p>CCSS.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> | <p>5.3.R.2 Students will determine the point of view and describe how it affects grade-level literary and/or informational text.</p> | <p>2=Partial Match.</p> <p><i>Notes:</i> OK statement is broad—could encompass CCSS task but not</p> |

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| | | necessarily. Could be done at a lower level than that which CCSS is suggesting. |
| <i>Integration of Knowledge and Ideas</i> | | |
| CCSS.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | 5.6.R.2 Students will record and organize information from various print and/or digital sources. 5.7.R.2 Students will compare and contrast how ideas and topics are depicted in a variety of media and formats. | 2=Partial Match |
| CCSS.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s). | -- | 4=No Match; Critical content missing <i>Notes:</i> Students’ ability to explain or evaluate arguments is a critical college and career readiness skill. |
| CCSS.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | 5.6.R.2 Students will record and organize information from various print and/or digital sources. | 2=Partial Match |
| <i>Range of Reading and Level of Text Complexity</i> | | |
| CCSS.RI.5.10: By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band level independently and proficiently. | *Pages 90-91 in the ELA “Final Version” of Standards from OK detail expectations regarding text complexity | 4=No Match; Critical content missing <i>Notes:</i> The progression of text complexity across grade levels is essential for vertical progression and, ultimately, for college and career readiness. OK has included some information around text complexity, but within the standards themselves, no expectation is clearly focused on text complexity, other than the Standard 2: Reading and Writing Process strand description for Reading which states that: “Students will read and comprehend increasingly complex literary and informational texts.” If students are held accountable to the standards statements themselves, text complexity will not necessarily be an expectation; does not come across as a priority. |
| -- | 5.3.R.1 Students will determine an author’s stated or implied purpose and draw conclusions to evaluate how well the author’s purpose was achieved. | 8=No Match |
| -- | 5.2.R.3 Students will begin to paraphrase main ideas with supporting details in a text. | 8=No Match <i>Notes:</i> Does not appear in CCSS as a reading expectation; see writing expectation re: paraphrasing notes, CCSS.W.5.8. |

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| -- | 5.3.R.5 Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy. | 8=No Match |
| RF: Foundational Skills | | |
| <i>Print Concepts</i> | | |
| None at this Grade Level | | |
| <i>Phonological Awareness</i> | | |
| None at this Grade Level | | |
| <i>Phonics and Word Recognition</i> | | |
| CCSS.RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. | -- | 4=No Match; Critical content missing |
| <i>Fluency</i> | | |
| CCSS.RF.5.4: Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. | -- | 4=No Match; Critical content missing <i>Notes:</i> Fluency is a key component of comprehension at this grade and beyond especially since texts are becoming or should be becoming more complex. |
| b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | -- | 4=No Match; Critical content missing <i>Notes:</i> Fluency is a key component of comprehension at this grade and beyond especially since texts are becoming or should be becoming more complex. |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | 5=No Match. |
| W: Writing Standards | | |
| <i>Text Types and Purposes</i> | | |
| CCSS.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by | OPINION 5.3.W.3 Students will clearly state an opinion supported with facts and details. 5.3.W.4 Students will show relationships among facts, opinions, and supporting details. | 3=Partial Match; Broad |

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| <p>facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> | | |
| <p>CCSS.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> | <p>INFORMATIVE – Grade Level Focus</p> <p>5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g., <i>specific facts, examples, details</i>) and maintaining an organized structure.</p> | <p>3=Partial Match; Broad</p> |
| <p>CCSS.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> | <p>NARRATIVE</p> <p>5.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., <i>internal, external</i>) and dialogue.</p> | <p>3=Partial Match; Broad</p> |

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| <i>Production and Distribution of Writing</i> | | |
| <p>CCSS.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in #1–3 above.)</p> | <p>5.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.</p> | <p>3=Partial Match; Important content missing</p> <p><i>Notes:</i> The CCSS statement focuses on:</p> <ul style="list-style-type: none"> *Clarity *Coherence *Development *Organization <p>Appropriate to task, purpose, and audience. OK aligns in that it also states that students will seek to “communicate with different audiences for a variety of purposes”</p> |
| <p>CCSS.W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>5.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p>5.2.W.2 Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p>5.2.W.3 Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p>5.2.4.W Students will edit and revise multiple drafts for intended purpose (<i>e.g., staying on topic</i>), organization, and coherence.</p> | <p>1=Close Match</p> <p><i>Notes:</i> OK revisions more fully, clearly flesh out writing process here for grade 5.</p> |
| <p>CCSS.W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> | <p>5.7.W.1 Students will create multimodal content that effectively communicates an idea using technology and appropriate media.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> Both sets of standards emphasize use of technology to communicate content but CCSS focuses on publishing and collaborating while OK focuses on using multimedia to more effectively communicate ideas.</p> |
| <i>Research to Build Knowledge</i> | | |
| <p>CCSS.W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> | <p>5.6.W.1 Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g.,</i></p> | <p>1=Close Match</p> |

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| | <p><i>a single sitting or a day or two).</i></p> <p>5.6.R.1 Students will use their own viable research questions to find information about a specific topic.</p> <p>5.6.R.2 Students will record and organize information from a variety of print and/or digital sources.</p> <p>5.6.W.2 Students will formulate a viable research question from findings.</p> | |
| <p>CCSS.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> | <p>5.6.R.2 Students will record and organize information from a variety of print and/or digital sources.</p> <p>5.6.R.3 Students will determine the relevance and reliability of the information gathered.</p> <p>5.2.R.3 Students will begin to paraphrase main ideas with supporting details in a text.</p> <p>5.6.W.3 Students will organize information found during research following a modified citation style (<i>e.g., author, title, publication date</i>) with guidance and support.</p> <p>5.6.W.4 Students will summarize and present information in a report.</p> | <p>1=Close Match</p> |
| <p>CCSS.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how the characters interact]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]”).</p> | <p>5.6.W.3 Students will organize information found during research following a modified citation style (<i>e.g., author, title, publication date</i>) with guidance and support.</p> | <p>4=No Match; Critical content missing</p> <p><i>Notes:</i> This is an important gap. The focus of the OK standard is different; it focuses on citation style rather than textual evidence.</p> |

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| <i>Range of Writing</i> | | |
| CCSS.W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 5.8.W Students will write independently over extended periods of time (<i>e.g., time for research, reflection, revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes. | 1=Close Match. |
| SL: Speaking and Listening | | |
| <i>Comprehension and Collaboration</i> | | |
| CCSS.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. | 5.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. 5.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member. | 1=Close Match |
| a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | -- | 4=No Match <i>Notes:</i> This skill is important for students to master for college work and on the job. |
| b. Follow agreed-upon rules for discussions and carry out assigned roles. | 5.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues. | 1=Close Match |
| c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | 5.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding. | 3=Partial Match <i>Notes:</i> Both statements address asking and answering questions, but CCSS ties this specifically to collaborative discussions, while OK is written more broadly to encompass any “ideas presented orally, through text or other media.” |
| d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | -- | 5=No Match |
| CCSS.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | -- | 4=No Match; Critical content missing |
| CCSS.SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | -- | 4=No Match; Critical content missing |

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| <i>Presentation of Knowledge and Ideas</i> | | |
| CCSS.SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | 5.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience. | 2=Partial Match |
| CCSS.SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | 5.7.W.2 Students will create presentations that integrate visual displays and other multimedia to enrich the presentation. | 1=Close Match |
| CCSS.SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) | -- | 4=No Match; Critical content missing <i>Notes:</i> Understanding of formal vs. informal English (and ability to adapt to context/task) is a crucial element of literacy. Note how CCSS builds in this statement across grade levels. |
| L: Language Standards | | |
| <i>Conventions</i> | | |
| CCSS.L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | 5.5.R.1 Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences. | 1=Close Match |
| b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. | 5.5.R.2 Students will recognize verb tense to signify various times, sequences, states, and conditions in text. | 1=Close Match |
| c. Use verb tense to convey various times, sequences, states, and conditions. | 5.5.W.3 Students will form and use the present and past verb tenses. | |
| d. Recognize and correct inappropriate shifts in verb tense.* | 5.5.W.4 Students will form and use verb tense to convey various times, sequences, states, and conditions. 5.5.W.5 Students will recognize and correct inappropriate shifts in verb tense. | |
| e. Use correlative conjunctions (<i>either/or, neither/nor</i>). | -- | 5=No Match |
| CCSS.L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* | 5.5.W.1 Students will write using correct mechanics with a focus on <u>commas</u> , apostrophes, and quotation marks as needed for dialogue | 2=Partial Match <i>Notes:</i> CCSS very specific on comma use; OK much more general |

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| b. Use a comma to separate an introductory element from the rest of the sentence. | and quoted material. | here (in contrast to their statements on capitalization, which were very specific in comparison). |
| c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). | | |
| d. Use underlining, quotation marks, or italics to indicate titles of works. | 5.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material. | 2=Partial Match <i>Notes:</i> Both specify quotation marks but for different situations—CCSS to indicate title of work, OK as needed for dialogue and quotations. |
| e. Spell grade-appropriate words correctly, consulting references as needed. | 5.2.W.5 Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>). | 1=Close Match |
| -- | 5.5.R.3 Students will recognize the subject and verb agreement. | 8=No Match |
| <i>Knowledge of Language</i> | | |
| CCSS.L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | -- | 4=No Match; Critical content missing <i>Notes:</i> The ability to expand, combine, and reduce sentences for meaning is a critical editing and revision skill for students. |
| b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | -- | 4=No Match; Critical content missing <i>Notes:</i> Purposeful use of academic, formal English vs. conversational, informal English (and later, ability to adapt to context/task) is a crucial element of literacy. Note how CCSS builds in this statement across grade levels. |
| -- | 5.5.W.2 Students will compose simple, compound and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences. | 8=No Match |
| <i>Vocabulary Acquisition and Use</i> | | |
| CCSS.L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. | 5.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. | 1=Close Match |

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| a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | 5.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. | 1=Close Match |
| b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>). | 5.4.R.2 Students will use word parts (e.g., <i>affixes</i> , <i>Greek and Latin roots</i> , <i>stems</i>) to define new words and determine the meaning of new words. | 1=Close Match |
| c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | 5.4.R.5 Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words. | 1=Close Match |
| <p>CCSS.L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | 5.4.R.4 Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms. | 2=Partial Match |
| <p>CCSS.L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p> | <p>5.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p>5.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.</p> <p>5.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.</p> | <p>2=Partial Match</p> <p><i>Notes:</i> 5.4.R.1 focuses on increasing knowledge of rather than using academic vocabulary.</p> |
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