

Oklahoma, Grade 8

| Oklahoma Strand/Standard | Focus of Oklahoma Standard | For More Information |
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| Speaking and Listening | | |
| 1.R.1 | Actively listen and speak clearly using appropriate discussion rules | SL1 pp. 158–163 |
| 1.R.2 | Actively listen and interpret a speaker's messages and ask questions to clarify the speaker's purpose and perspective | SL3 pp. 170–175 |
| 1.R.3 | Engage in collaborative discussions | SL1 pp. 158–163 |
| 1.W.1 | Give formal and informal presentations, providing evidence to support a main idea | SL4 pp. 176–181 |
| 1.W.2 | Work in groups effectively and respectfully, valuing contributions by group members | SL1 pp. 158–163 |
| Reading and Writing Process | | |
| 2.R.1 | Summarize and paraphrase ideas, while maintaining meaning and sequence of events | R2 pp. 12–19 |
| 2.R.2 | Analyze details in literary and informational texts to evaluate patterns of genres | R9 pp. 64–71 |
| 2.R.3 | Generalize main ideas with supporting details | R2 pp. 12–19 |
| 2.W.1 | Apply components of a recursive writing process to create a focused, organized, coherent piece of writing | W4 pp. 110–115 |
| 2.W.2–3 | Plan, prewrite, and develop drafts; choose organizational structure, building on ideas in multi-paragraph essays | W4 pp. 110–115 |
| 2.W.4 | Edit and revise multiple drafts for purpose, organization, and coherence | W5 pp. 116–121 |
| 2.W.5 | Use resources to find correct spellings | L2 pp. 204–209 |
| Critical Reading and Writing | | |
| 3.R.1 | Analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes | R9 pp. 64–71 |
| 3.R.2 | Evaluate points of view and perspectives and describe how this affects literary and/or informational text | R6 pp. 40–47 |
| 3.R.3 | Analyze how key literary elements (setting, plot, characters, characterization, theme) contribute to the meaning of the work | R2 pp. 12–19 R3 pp. 20–25 |
| 3.R.4 | Evaluate literary devices (e.g., simile, metaphor) to support interpretations of text | R4 pp. 26–33 |
| 3.R.5 | Evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated | R8 pp. 56–63 |
| 3.R.6 | Analyze the structures of texts and content by making inferences about texts to draw logical conclusions | R1 pp. 6–11 R5 pp. 34–39 |
| 3.R.7 | Make connections between and across multiple texts | R9 pp. 64–71 |
| 3.W.1 | Write narratives incorporating plot, setting, characters, point of view, and conflict | W3 pp. 100–109 |
| 3.W.2 | Compose essays and reports about topics, incorporating evidence and maintaining an organized structure | W2 pp. 90–99 |
| 3.W.3–4 | Clearly state an opinion supported with facts and details; show relationships among facts, opinions, and supporting details | W1 pp. 82–89 |

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| Vocabulary | | |
| 4.R.1 | Increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of text | L6 pp. 228–233 |
| 4.R.2 | Use word parts to define and determine meaning of new words | L4 pp. 216–221 |
| 4.R.3 | Use context clues to determine or clarify word meaning | L4 pp. 216–221 |
| 4.R.4 | Infer relationships among words with multiple meanings, including synonyms, antonyms, and multiple meaning words | L5 pp. 222–227 |
| 4.R.5 | Use a dictionary, glossary, or thesaurus to find words | L4 pp. 216–233 |
| 4.W.1 | Use domain-appropriate vocabulary to communicate ideas in writing clearly | L6 pp. 228–233 |
| 4.W.2 | Select appropriate language to create a specific effect in writing | L6 pp. 228–233 |
| Language | | |
| 5.R.1–4 | Recognize the correct use of verbals and clauses, active and passive voice, inappropriate shifts in verb tense, and subject-verb agreement | L1 pp. 198–203 |
| 5.W.1–5 | Write using correct mechanics; compose simple, compound, and complex sentences; use verbals in writing; form and use active and passive voice; form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood | L1 pp. 198–203 L2 pp. 204–209 L3 pp. 210–215 |
| Research | | |
| 6.R.1–3 | Use own viable questions and thesis statements to find information on a specific topic; follow ethical and legal guidelines for finding and recording information; determine relevance, reliability, and validity of information | R7 pp. 48–55 W7 pp. 128–133 |
| 6.W.1–3 | Write research papers; refine a viable research question; organize information found during research; quote, summarize, and paraphrase information | W7 pp. 128–133 W8 pp. 134–139 W9 pp. 140–145 |
| 6.W.4 | Summarize and present information in a report | SL4 pp. 176–181 |
| Multimodal Literacies | | |
| 7.R.1 | Determine the intended purposes of techniques used for rhetorical effects in a variety of texts | R7 pp. 48–55 |
| 7.R.2 | Analyze the impact of selected media and formats on meaning | R9 pp. 64–71 |
| 7.W.1 | Select, organize, or create multimodal content that encompasses different points of view | W6 pp. 122–127 |
| 7.W.2 | Utilize multimedia to clarify information and emphasize salient points | SL5 pp. 182–187 |
| Independent Reading and Writing | | |
| 8.R | Select and read independently level-appropriate texts for academic and personal purposes | R10 pp. 72–77 |
| 8.W | Write independently for extended and shorter periods of time | W10 pp. 148–153 |