

Oklahoma, Grades 9–10

Oklahoma Strand/Standard	Focus of Oklahoma Standard	For More Information
Speaking and Listening		
1.R.1	Listen actively and speak clearly	SL1 pp. 138–143
1.R.2	Evaluate, analyze, and synthesize a speaker's message	SL2 pp. 144–149
1.R.3	Engage in collaborative discussions	SL1 pp. 138–143
1.W.1	Give formal and informal presentations	SL4 pp. 156–161
1.W.2	Work effectively with diverse groups	SL1 pp. 138–143
Reading and Writing Process		
2.R.1	Summarize, paraphrase, and synthesize ideas	R2 pp. 12–17
2.R.2	Analyze details in texts	R1 pp. 6–11
2.W.1	Apply components of a recursive writing process	W5 pp. 98–103
2.W.2	Plan and prewrite a first draft	W5 pp. 98–103
2.W.3	Choose an organizational structure	W4 pp. 92–97
2.W.4	Edit and revise multiple drafts	W5 pp. 98–103
2.W.5	Use resources to find correct spellings	L2 pp. 184–189
Critical Reading and Writing		
3.R.1	Analyze and compare works written on the same topic. Evaluate historical, cultural, and/or global influences on authors' choices	R9 pp. 54–59
3.R.2	Evaluate points of view and perspectives in more than one text; explain how multiple points of view contribute to meaning	R6 pp. 36–41
3.R.3	Analyze how authors use key literary elements	R3 pp. 18–23 R5 pp. 30–35
3.R.4	Evaluate literary devices to support interpretations of texts	L5 pp. 202–207
3.R.5	Distinguish among different kinds of evidence	R8 pp. 48–53
3.R.6	Comparatively analyze structures of texts	R5 pp. 30–35
3.R.7	Make connections between and across multiple texts	R7 pp. 42–47
3.W.1	Write narratives	W3 pp. 86–91
3.W.2–3	Write informative texts	W2 pp. 78–85
3.W.4–6	Write arguments	W1 pp. 70–77
Vocabulary		
4.R.1	Increase knowledge of academic, domain-specific vocabulary	L6 pp. 208–213
4.R.2	Use word parts to determine the meaning of words	L4 pp. 196–201
4.R.3	Use context clues to determine or clarify the meaning of words	L4 pp. 196–201
4.R.4	Analyze the relationships among multiple-meaning words	L5 pp. 202–207
4.R.5	Use a dictionary, glossary, or thesaurus	L4 pp. 196–201
4.W.1	Use domain-specific vocabulary in writing	L6 pp. 208–213
4.W.2	Select appropriate language to create a specific effect according to purpose in writing	L3 pp. 190–195

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Language		
5.R	Apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts	L3 pp. 190–195
5.W	Demonstrate command of grammar, mechanics, and usage through writing and other modes of communication	L1 pp. 178–183 L2 pp. 184–189
Research		
6.R.1–3	Use viable research questions to find information about a specific topic; synthesize resources to acquire knowledge; evaluate the relevance, reliability, and validity of the information	W7 pp. 110–115
6.W.1–4	Write research papers; integrate findings from sources; avoid plagiarism and cite sources to create reports, projects, and presentations	W8 pp. 116–121
Multimodal Literacies		
7.R.1–2	Analyze techniques used in written, oral, visual, digital, non-verbal, and interactive texts; analyze the impact of selected media and formats on meaning	R7 pp. 42–47
7.W.1–2	Create visual and/or multimedia presentations using variety of media forms	W6 pp. 104–109
Independent Reading and Writing		
8.R	Read independently for extended periods	R10 pp. 60–65
8.W	Write independently over extended periods	W10 pp. 128–133