

OSTP English Language Arts Data Interpretation Guidebook



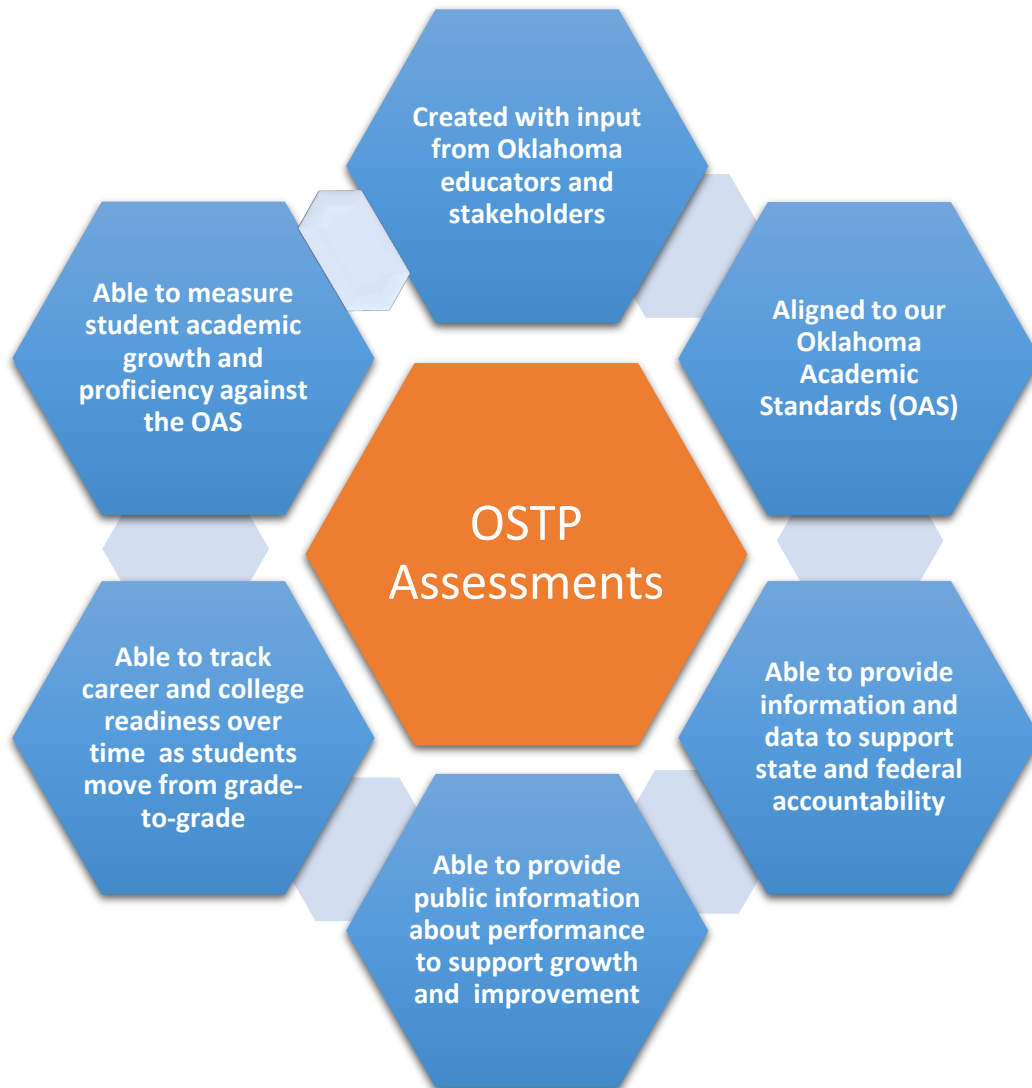
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Introduction

We believe that **all students can grow and all schools can improve** and are committed to ensuring that state testing in Oklahoma is both effective and meaningful to families, districts, educators, and members of the community. Assessments within the Oklahoma School Testing Program (OSTP) are:



It is important to note that, while annual state assessments do not capture everything our students are capable of or learn in school, state assessments are the most reliable way to objectively measure student performance across the state. Statewide data allows educators and community leaders to see gaps in learning among student groups as compared to other students across the state. These assessments also provide evidence that can inform local educators and school and district leaders on the changes needed to strengthen student outcomes in their district.

About the Oklahoma School Testing Program (OSTP)

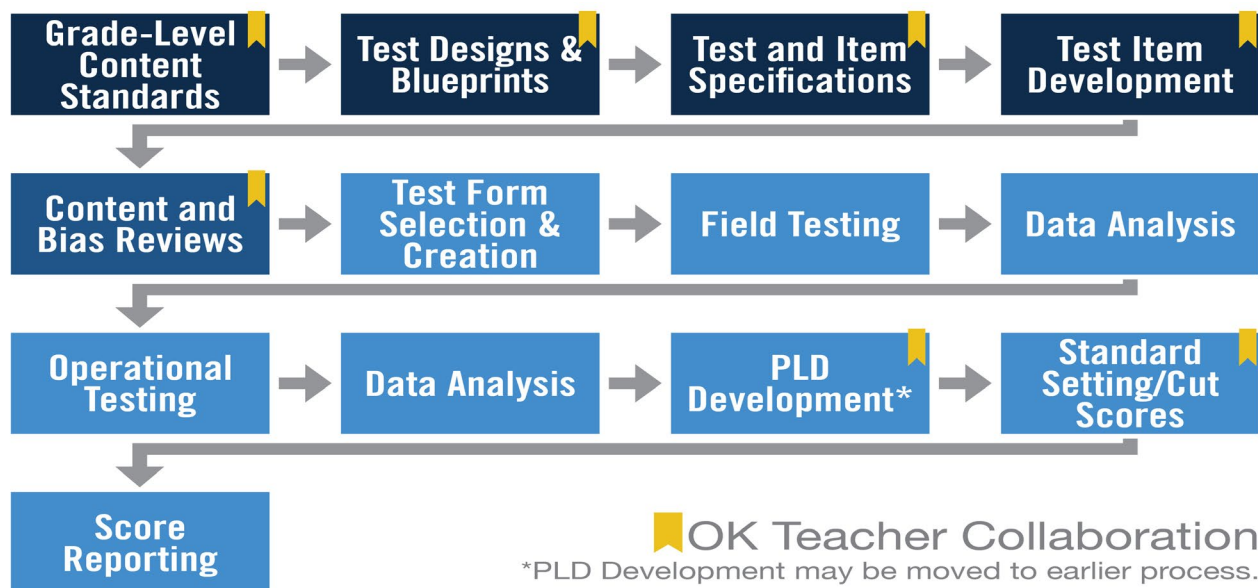
Oklahoma recognizes that a **robust assessment system** is tied closely to students' learning and teachers' instructional practices by valuing and promoting **local, classroom-based formative assessments** that help make **student learning visible**. At the same time, that system should provide a **strong summative assessment** program that fits as a component within a multifaceted state, district and school accountability system. [Oklahoma ESSA Plan pp 48-49](#)



The **OSTP** consists of Oklahoma's grade-level and Career- and College-Ready (CCR) summative assessments in English Language Arts (ELA), math, and science. OSTP assessments tell us how well our students are growing in the knowledge, skills, and abilities outlined in the Oklahoma Academic Standards (OAS) by supporting criterion-referenced interpretations at appropriate levels and grain size (e.g., grade, student group, teacher, building/district administrator, state). OSTP results support state and federal accountability and allow the public to know how their local schools are performing compared to others around the state.

The **OSTP** development process is an extensive, ongoing process that ensures our state assessments are valid and appropriate measures of student knowledge, skills, and abilities. The Oklahoma State Department of Education (OSDE) works with groups of Oklahoma educators through our contract with Measured Progress to develop the state tests as shown in the graphic below.

OSTP Development Process



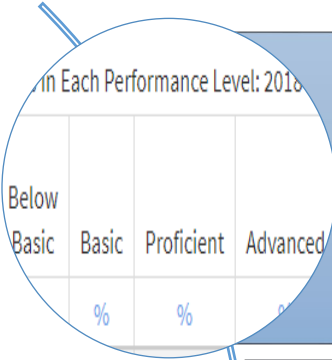
About OSTP Data

Data from state summative assessments serve as a point-in-time snapshot of what students know and are able to do relative to the standards being assessed. Measuring real-world skills like problem solving and critical thinking, the assessments are aligned to the standards so that teachers are able to teach the standards and do not have to “teach to the test.” The [Oklahoma Academic Standards for English Language Arts \(ELA\)](#) are built around eight overarching standards that reinforce the recursive nature of the language arts. The English language arts standards outline concepts and skills in both reading and writing and are intended to support integrated, rather than isolated, reading/writing instruction.

Standard 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Students will develop and apply effective communication skills through speaking and active listening .	Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
Standard 2: Reading Foundations/Reading and Writing Process - Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use a variety of recursive reading and writing processes.	
When reading , students will read and comprehend increasingly complex literary and informational texts.	When writing , students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.
Standard 3: Critical Reading and Critical Writing - Students will apply critical thinking skills to reading and writing.	
When reading , students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	When writing , students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.
Standard 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.	
When reading , students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	When writing , students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.
Standard 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.	
When reading , students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	When writing , students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.
Standard 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.	
When reading , students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	When writing , students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.
Standard 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
When reading , students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	When writing , students will create multimodal texts to communicate knowledge and develop arguments.
Standard 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.	
When reading , students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	When writing , students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

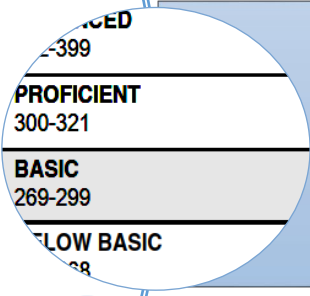
While state summative assessments are only one measure of what students know and can do, having Oklahoma students take standardized ELA assessments provides reliable data that can be compared across schools and districts. Data from state assessments provide evidence in the form of an instructionally useful claim that serves to support evaluation and enhancement of curriculum and programs while meeting state and federal accountability requirements.

Claims made by the Oklahoma School Testing Program (OSTP) are reported out at three different grain sizes: **Performance Level, Oklahoma Performance Index Score, and Reporting Category Indicator**. Data related to each claim can be aggregated to help identify instructional and programmatic strengths and gaps.



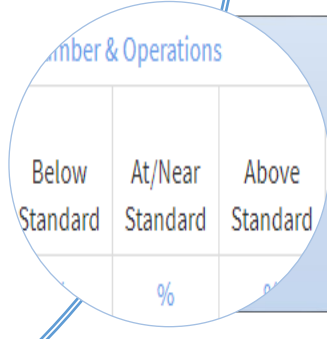
Performance Level (PL)- Are we on track?

- Reported as one of four levels: **Advanced, Proficient, Basic (Limited Knowledge), or Below Basic (Unsatisfactory)**
- Relates what a typical student at each level should know and be able to do relative to the **Oklahoma Academic Standards (OAS)** as described in the **Performance Level Descriptors (PLDs)**
- Provides a **broad view** of whether a student, program, or group is **on-track** with the grade level-expectations needed to be career and college ready (**CCR**)



Oklahoma Performance Index Scores (OPI)- Are we progressing?

- Reported as a number between **200-399**
- Built on a **comparable** scale from **200-399** related to the Performance Level wherein **300** is always **Proficient**
- Provides a more specific data point that can be used **to measure growth** from year to year and determine where a student or program is in relation to grade-level expectations.



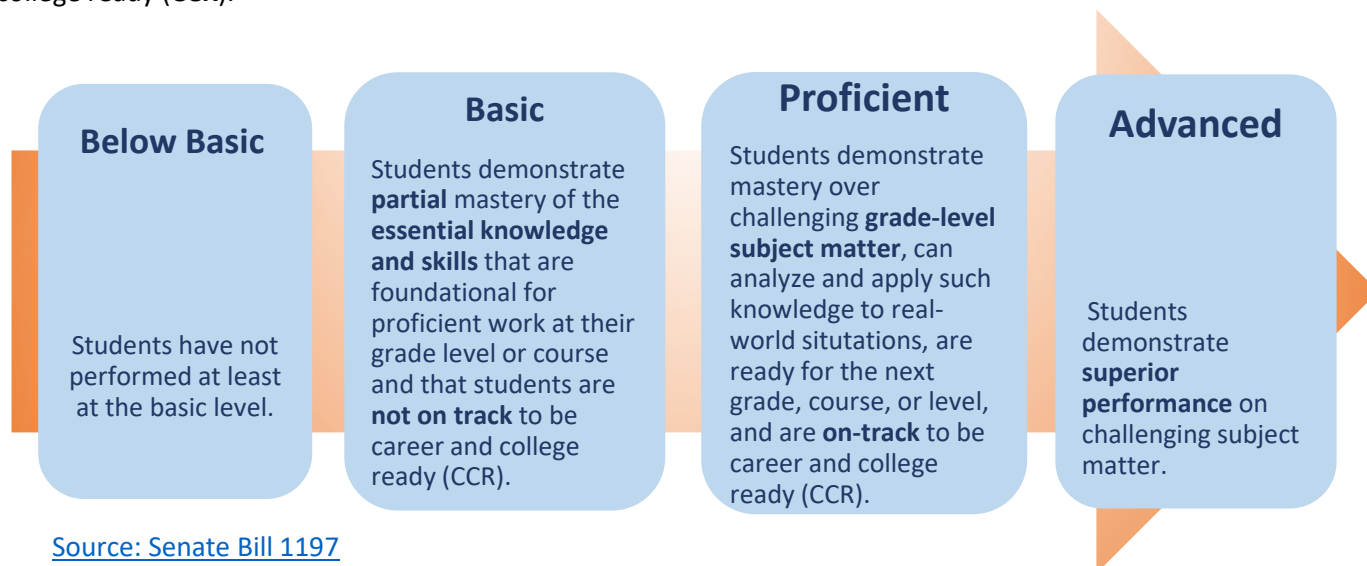
Reporting Category Indicators- Where are our strengths?

- Identified on the OSTP Test Blueprints and reported out as one of three indicators: **Above Standard, At/Near Standard, or Below Standard**
- Determined by comparing student performance on items associated with each reporting category against the expectations of Proficiency; communicates confidence regarding student ability to demonstrate the Proficient knowledge, skills, and abilities.
- Provides **point-in-time** data about student or program strengths and gaps

OSTP data can be accessed through the [Measured Progress portal](#); however, a username and password are needed. Please contact your district test coordinator to find out about your school/district policy related to accessing data in the portal.

OSTP Performance Level Data: Are we on track?

Reported as one of four levels (**Advanced, Proficient, Basic, or Below Basic**), performance levels provide a **broad view** of whether a student, program, or group is **on track** with grade level expectations needed to be career and college ready (CCR).



Performance levels were determined by Oklahoma educators using grade-level OAS to identify the knowledge, skills and abilities (KSAs) students should demonstrate based on their command of grade-level standards. The resulting [Performance Level Descriptors \(PLDs\)](#) and 2017 OSTP test results were used during the standard setting process to determine the “cut scores” for each performance band. The range of scores for each performance level band varies by grade as shown in the table below. The table communicates the range of index scores in each performance band and the percentage of Oklahoma students that scored at each level.

ELA Performance Bands and % of OK Students Scoring at Band by Grade Level (2017-18)

Grade	Unsatisfactory	% at Band	Limited Knowledge	% at Band	Proficient	% at Band	Advanced	% at Band
Gr 3	200-276	34%	277-299	33%	300-328	27%	329-399	6%
Gr 4	200-274	30%	275-299	34%	300-330	28%	331-399	7%
Gr 5	200-270	22%	271-299	41%	300-322	23%	323-399	14%
Gr 6	200-268	22%	269-299	40%	300-329	29%	330-399	9%
Gr 7	200-272	32%	273-299	41%	300-322	20%	323-399	8%
Gr 8	200-268	24%	269-299	43%	300-321	24%	322-399	9%
2018 Performance Level Look-Up Table used to determine performance level bands in the table								

Performance Level claims inform stakeholders of how to interpret student test scores in relation to the **OAS** through Performance Level Descriptor (PLD). PLDs define the intended interpretations of state tests scores by providing a narrative account of the knowledge, skills, and abilities students should demonstrate at each grade and in each level of achievement.

3 rd Grade English Language Arts (ELA) Performance Level Descriptors by Level			
Below Basic	Basic	Proficient	Advanced
Students have not performed at least at the Basic level.	Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Basic level typically:	Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the Proficient level typically:	Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:
	<ul style="list-style-type: none"> • Inconsistently choose the best summary of the text and have difficulty identifying main ideas and key details. • Compare and contrast but inconsistently classify genres. • Inconsistently identify literary elements, literary devices, author's purpose, or points of view or inconsistently distinguish fact from opinion. • Inconsistently engage in a recursive writing process to create written works that lack organization. • Write for a specific purpose but seldom consider the audience. • Inconsistently support their ideas with details. • Inconsistently use vocabulary knowledge and resources to interpret text through word parts, word relationships, or context clues. • Inconsistently use appropriate vocabulary in written works. • Inconsistently identify and apply appropriate use of grammar and mechanics. • Generate a question on a topic but ineffectively locate and use information, or imprecisely use graphic features, to understand the text. • Provide an incomplete summary and present information with lack of clarity. 	<ul style="list-style-type: none"> • Choose the best summary of the text and identify the main idea and key details. • Compare and contrast details to classify genres. • Identify literary elements, literary devices, and author's purpose and distinguish fact from opinion. • Infer whether a text is written in first or third person point of view. • Engage in a recursive writing process to create organized written works. • Create written works for specific purposes and audiences using details that support the writing task. • Use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues. • Use appropriate vocabulary to write clearly and effectively. • Frequently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication. • Generate a question on a specific topic, and locate and use information, including graphic features, to understand the text. • Summarize and present information in an organized way. 	<ul style="list-style-type: none"> • Consistently choose the best summary of the text and identify the main idea and key details. • Compare and contrast details in literary and nonfiction/informational texts to describe genres. • Frequently identify literary elements, literary devices, and author's purpose and frequently distinguish fact from opinion. • Consistently infer whether a text is written in first or third person point of view. • Consistently engage in a recursive writing process to create organized written works with a purpose that is clearly communicated for an appropriate audience. • Skillfully use details that support the writing task. • Skillfully use vocabulary knowledge and resources to analyze complex text through word parts, word relationships, and context clues. • Consistently use appropriate and meaningful vocabulary to enhance clarity and effectiveness in their writing. • Consistently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication. • Generate a question on a specific topic and consistently locate and use information, including graphic features, to understand the text. • Determine the relevance and reliability of information. • Clearly summarize and present information in an organized and cohesive way.

4 th Grade English Language Arts (ELA) Performance Level Descriptors by Level			
Below Basic	Basic	Proficient	Advanced
Students have not performed at least at the Basic level.	Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Basic level typically:	Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the Proficient level typically:	Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:
	<ul style="list-style-type: none"> • Inconsistently choose the best summary of the text and have difficulty differentiating main ideas from details. • Compare and contrast details in literary and nonfiction/informational texts but inconsistently classify genres. • Seldom identify the paraphrase of original text. • Inconsistently identify and describe literary elements, literary devices, author's purpose, points of view or accuracy of facts. • Inconsistently engage in a recursive writing process to create written works. • Produce writing that lacks organizational structure. • Create underdeveloped written works for specific purposes and audiences with inconsistent use of details. • Inconsistently use vocabulary knowledge and resources to interpret text through word parts, word relationships or context clues. • Inconsistently use appropriate vocabulary in written works. • Inconsistently identify and apply appropriate use of grammar and mechanics. • Generate a research question on a topic but ineffectively locate and use information, or imprecisely use graphic features, to interpret the text. 	<ul style="list-style-type: none"> • Choose the best summary of the text and identify the details that support the main idea. • Compare and contrast details in literary and nonfiction/informational texts to classify genres. • Recognize the paraphrase of original text most of the time. • Identify and describe literary elements, literary devices, author's purpose, accuracy of facts and text structure in various texts. • Infer meaning from a text including author's purpose and points of view. • Engage in a recursive writing process to create purposeful written works. • Select and apply the organizational structure that best fits the mode, purpose and audience. • Use vocabulary knowledge and resources to interpret text through word parts, word relationships and context clues. • Use appropriate vocabulary to write clearly and effectively. • Frequently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication. • Generate a viable research question on a specific topic and adequately locate and use information, including graphic features, to interpret the text. • Organize relevant and reliable information in order to present findings. 	<ul style="list-style-type: none"> • Consistently choose the best summary of the text and explain how the details support the main idea. • Compare and contrast details in literary and nonfiction/informational texts to describe and analyze genres. • Consistently recognize the paraphrase of original text. • Consistently identify and describe literary elements, literary devices, author's purpose, accuracy of facts and text structure in various texts. • Consistently infer meaning from increasingly complex text, including author's purpose and points of view. • Consistently engage in a recursive writing process to create purposeful and organized written works. • Create fully developed and engaging written works for specific purposes and audiences using details that support the writing task. • Efficiently use vocabulary knowledge and resources to analyze complex text through word parts, word relationships and context clues. • Consistently use appropriate and meaningful vocabulary to enhance clarity and effectiveness in their writing. • Consistently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication. • Generate a viable research question on a specific topic and consistently locate and use information, including graphic features, to interpret the text. • Organize and synthesize relevant and reliable information in order to present findings.

5 th Grade English Language Arts (ELA) Performance Level Descriptors by Level			
Below Basic	Basic	Proficient	Advanced
Students have not performed at least at the Basic level.	Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Basic level typically:	Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the Proficient level typically:	Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:
	<ul style="list-style-type: none"> • Inconsistently choose the best summary of the text and have difficulty differentiating main ideas from details. • Compare and contrast details in literary and nonfiction/informational texts but inconsistently classify genres. • Seldom identify the paraphrase of original text. • Identify literary elements, literary devices, author's purpose, point of view or accuracy of facts. • Inconsistently compare and contrast texts and ideas within or between texts. • Inconsistently engage in a recursive writing process to create written works. • Create written works for various purposes and audiences but inconsistently select and apply an organizational structure that fits the writing task. • Inconsistently use vocabulary knowledge and resources to interpret text through word parts, word relationships or context clues. • Inconsistently use appropriate vocabulary in written works. • Inconsistently identify and apply appropriate use of grammar and mechanics. • Ineffectively locate, record and organize information on a topic in order to present findings. 	<ul style="list-style-type: none"> • Identify objective text-based summaries that include main idea, supporting details and a logical sequence of events. • Compare and contrast details in literary and nonfiction/informational texts to classify genres. • Recognize the paraphrase of original text most of the time. • Explain how literary elements, literary devices, author's purpose, point of view, accuracy of facts and text structure contribute to the meaning of the text. • Compare and contrast texts and ideas within and between texts. • Engage in a recursive writing process to create purposeful written works using appropriate vocabulary. • Select and apply the organizational structure that best fits the mode, purpose and audience. • Use vocabulary knowledge and resources to interpret text through word parts, word relationships and context clues. • Use appropriate vocabulary to write clearly and effectively. • Frequently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication. • Adequately locate, record and organize relevant and reliable information on a topic in order to present findings. 	<ul style="list-style-type: none"> • Analyze how summaries reflect a meaningful, text-based sequence of the main idea and supporting details. • Compare and contrast details in literary and nonfiction/informational texts to describe and analyze genres. • Consistently recognize the paraphrase of original text. • Evaluate and analyze literary devices, author's purpose, point of view and accuracy of facts to interpret the meaning of the text as a whole. • Consistently compare and contrast texts, and ideas within and between texts, to support inferences. • Consistently engage in a recursive writing process to create purposeful and organized written works. • Create thoroughly organized and engaging written works by selecting and applying the organizational structure that best fits the mode, purpose and audience. • Skillfully use vocabulary knowledge and resources to analyze complex text through word parts, word relationships and context clues. • Consistently use appropriate and meaningful vocabulary to enhance clarity and effectiveness in their writing. • Consistently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication. • Consistently locate, record and organize relevant and reliable information on a topic in order to synthesize and clearly present findings.

6 th Grade English Language Arts (ELA) Performance Level Descriptors by Level			
Below Basic	Basic	Proficient	Advanced
Students have not performed at least at the Basic level.	Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Basic level typically:	Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the Proficient level typically:	Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:
	<ul style="list-style-type: none"> partially comprehend, interpret, evaluate and respond to literary and informational texts, applying limited critical thinking skills. create a summary including main idea and limited supporting details. inconsistently compare and contrast stated or implied purposes of authors' writing. describe how authors use key literary elements but inconsistently identify literary devices, points of view and perspectives. inconsistently categorize facts included in an argument and identify limited textual evidence to support inferences between texts. inconsistently engage in a writing process to compose narrative, informative and opinion responses for varied purposes and audiences. In opinion writing, inconsistently state an opinion supported with limited facts and details. use partially developed ideas, weak organization, ineffective word choice, sentences and voice. ineffectively use context clues, word parts and reference tools to determine the meaning of words. sometimes infer the relationships among words with multiple meanings. use a limited vocabulary to communicate ideas in writing and to create an effect according to a purpose. 	<ul style="list-style-type: none"> comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres. create an objective summary including main idea and supporting details. paraphrase main ideas with supporting details in a text. Categorize facts included in an argument. evaluate literary devices, points of view, and perspectives. Compare and contrast stated or implied purposes of authors' writing. analyze how authors use key literary elements to contribute to the meaning of the text. analyze textual evidence to support inferences and understanding within and between texts. engage in a recursive writing process to compose narrative, informative, and opinion responses for varied purposes and audiences. In opinion writing, introduce a claim and organize reasons and evidence. use fully developed ideas, strong organization, well-chosen words, fluent sentences and appropriate voice. use context clues, word parts and reference tools to determine or clarify the meaning of words and Infer relationships among words with multiple meanings. Select vocabulary to communicate ideas in writing for a specific effect according to a purpose. apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts 	<ul style="list-style-type: none"> thoroughly comprehend, interpret, evaluate, and respond to a variety of increasingly complex texts of all literary and informational genres. effectively paraphrase main ideas with supporting details in a text. Consistently categorize facts included in an argument. thoroughly compare and contrast stated or implied purposes of authors' writing and evaluate literary devices, points of view and perspectives. Skillfully create an objective summary including main idea and supporting details. explicitly analyze how authors use key literary elements to contribute to the meaning of the text. analyze and evaluate complex textual evidence to support inferences and understanding within and between varied texts. effectively engage in a recursive writing process to compose narrative, informative and opinion responses for varied purposes and audiences. In opinion writing, strategically state an opinion supported with facts and details. use fully developed, complex ideas, thorough organization, purposeful word choice, a variety of fluent sentences and appropriate voice. select precise vocabulary to communicate ideas and create a specific effect according to a purpose. skillfully use context clues, word parts, and reference tools to determine or clarify the meaning of words. infer complex relationships among words with multiple meanings. select precise vocabulary to communicate ideas in writing and to create a specific effect according to a purpose.

	<ul style="list-style-type: none"> inconsistently apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing. demonstrate a limited command of Standard English grammar, mechanics and usage. sometimes recognize viable research questions and thesis statements and use them to find information on a specific topic. partially comprehend, evaluate, and synthesize resources and ineffectively summarize and paraphrase, integrate evidence and cite sources to create written works for multiple purposes. 	<p>in reading and writing.</p> <ul style="list-style-type: none"> demonstrate a command of Standard English grammar, mechanics and usage. recognize viable research questions and well-developed thesis statements and use them to find information on a topic. comprehend, evaluate and synthesize resources. Record and organize information from various sources. summarize, integrate and present information in a report following a citation style with guidance and support. 	<ul style="list-style-type: none"> demonstrate a strong command of Standard English grammar, mechanics, and usage. Intentionally apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing. recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic. Thoroughly comprehend, evaluate and synthesize resources. skillfully summarize and paraphrase, integrate evidence and cite sources to create written works for multiple purposes.
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7 th Grade English Language Arts (ELA) Performance Level Descriptors by Level			
Below Basic	Basic	Proficient	Advanced
Students have not performed at least at the Basic level.	Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Basic level typically:	Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the Proficient level typically:	Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:
	<ul style="list-style-type: none"> partially comprehend, interpret, evaluate and respond to literary and informational texts applying limited critical thinking skills. create a summary including the main idea and limited supporting details and describe how authors use key literary elements. inconsistently paraphrase main ideas with limited supporting details in a text. inconsistently compare and contrast stated or implied purposes of authors' writing. inconsistently identify literary devices, points of view and perspectives. Inconsistently distinguish factual claims from opinions. identify limited textual evidence to support inferences and draw weak conclusions between texts. 	<ul style="list-style-type: none"> read and comprehend increasingly complex literary and informational texts. create an objective summary including the main idea and supporting details. paraphrase main ideas with supporting details in a text. Compare and contrast stated or implied purposes of authors' writing. evaluate literary devices, points of view and perspectives. Analyze how use of literary elements contribute to meaning of text. analyze and evaluate textual evidence to support inferences and draw simple, logical conclusions between and across multiple texts. Distinguish factual claims from opinions. Comprehend, evaluate and synthesize resources. 	<ul style="list-style-type: none"> thoroughly comprehend, interpret, evaluate, and respond to a variety of increasingly complex texts of all literary and informational genres. Thoroughly evaluate literary devices, points of view and perspectives. skillfully create an objective summary including the main idea and supporting details. effectively paraphrase main ideas with supporting details in a text. Consistently distinguish factual claims from opinions. thoroughly compare and contrast stated or implied purposes of authors' writing. explicitly analyze how authors use key literary elements to contribute to the meaning of the text. analyze and evaluate complex textual evidence to support inferences and understanding within and between varied texts.

	<ul style="list-style-type: none"> • inconsistently engage in a writing process to compose narrative, informative and argumentative responses for varied purposes and audiences. In argumentative writing, introduce a claim, reasons and evidence. • use partially-developed ideas, weak organization ineffective word choice, sentences and voice. • ineffectively use context clues, word parts and reference tools to determine the meanings of words. • sometimes infer the relationships among words with multiple meanings. • use a limited vocabulary to communicate ideas in writing and to create an effect according to a purpose. • inconsistently apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing. • demonstrate a limited command of Standard English grammar, mechanics and usage. • sometimes recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic. Partially comprehend, evaluate and synthesize resources. • ineffectively summarize and paraphrase, integrate evidence and cite sources to create written works for multiple purposes. 	<ul style="list-style-type: none"> • engage in a recursive writing process to compose narrative, informative and argumentative responses for varied purposes and audiences. In argumentative writing, introduce a claim and organize reasons and evidence. • use fully developed ideas, strong organization, well-chosen words, fluent sentences and appropriate voice. • use context clues, word parts and reference tools to determine or clarify the meanings of words. • infer the relationships among words with multiple meanings. • select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose. • apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing. • demonstrate a command of Standard English grammar, mechanics and usage. • recognize viable research questions and well-developed thesis statements and use them to find information on a topic. • summarize and paraphrase, integrate evidence and cite sources to create written works for multiple purposes. 	<ul style="list-style-type: none"> • effectively engage in a recursive writing process to compose narrative, informative, and opinion responses for varied purposes and audiences. In argumentative writing, strategically introduce a claim and organize well-developed reasons and evidence • use fully developed and complex ideas, thorough organization, purposeful word choice, a variety of fluent sentences and appropriate voice. Select precise vocabulary to communicate ideas and create a specific effect according to a purpose. • skillfully use context clues, word parts and reference tools to determine or clarify the meanings of words. • infer complex relationships among words with multiple meanings. • intentionally apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing. • demonstrate a strong command of Standard English grammar, mechanics and usage. • recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic. • thoroughly comprehend, evaluate and synthesize resources. • skillfully summarize and paraphrase, integrate evidence and cite sources to create written works for multiple purposes.
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8 th Grade English Language Arts (ELA) Performance Level Descriptors by Level			
Below Basic	Basic	Proficient	Advanced
Students have not performed at least at the Basic level.	Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Basic level typically:	Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the Proficient level typically:	Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:
	<ul style="list-style-type: none"> partially comprehend, interpret, evaluate, and respond to literary and informational texts, applying limited critical thinking skills. inconsistently evaluate literary devices, points of view and perspectives. inconsistently analyze how authors use key literary elements to contribute to the meaning of the text. inconsistently analyze and evaluate textual evidence to support inferences and conclusions between or across multiple texts. inconsistently engage in a writing process to compose narrative, informative and argumentative responses for varied purposes and audiences. In argumentative writing, introduce a claim and provide reasons and evidence. use partially developed ideas, weak organization, ineffective word choice, basic sentences or inconsistent voice. ineffectively use context clues, word parts, and reference tools to determine the meaning of words. sometimes infer the relationships among words with multiple meanings. use a limited vocabulary to communicate ideas in writing and to create an effect according to a purpose. inconsistently apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing. demonstrate a limited command of Standard English grammar, mechanics and usage. 	<ul style="list-style-type: none"> read, comprehend, interpret, evaluate, and respond to literary and informational texts, applying critical thinking skills. evaluate literary devices, points of view, and perspectives and analyze how authors use literary elements to contribute to the meaning of the text. analyze and evaluate textual evidence to support inferences and conclusions between and across multiple texts. engage in a recursive writing process to compose narrative, informative, and argumentative responses for varied purposes and audiences. Select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose. in argumentative writing, introduce a claim, recognize a claim from an opposing viewpoint and organize reasons and evidence. use fully developed ideas, strong organization, well-chosen words, fluent sentences and appropriate voice. use context clues, word parts and reference tools to determine or clarify the meaning of words and infer relationships among words with multiple meanings. demonstrate a command of Standard English grammar, mechanics and usage by applying knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing. recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic. 	<ul style="list-style-type: none"> thoroughly comprehend, interpret, evaluate, and respond to literary and informational texts, applying critical thinking skills. skillfully evaluate literary devices, points of view and perspectives and analyze how authors use literary elements to contribute to the meaning of the text. explicitly analyze and evaluate textual evidence to support inferences and conclusions between and across multiple texts. effectively engage in a recursive writing process to compose narrative, informative and argumentative responses for varied purposes and audiences. in argumentative writing, introduce a claim, counterclaim and support with logical reasons and evidence. synthesize fully developed ideas, strong organization, well-chosen words, fluent sentences and appropriate voice. skillfully use context clues, word parts and reference tools to determine or clarify the meaning of words. infer complex relationships among words with multiple meanings. select precise vocabulary to communicate ideas in writing and to create a specific effect according to a purpose. demonstrate a strong command of Standard English grammar, mechanics, and usage. Intentionally apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing. recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic. Thoroughly comprehend, evaluate and synthesize resources.

	<ul style="list-style-type: none"> • sometimes recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic and partially comprehend, evaluate and synthesize resources. • Ineffectively summarize and paraphrase, integrate evidence and cite sources to create written works for multiple purposes 	<ul style="list-style-type: none"> • comprehend, evaluate and synthesize resources. 	<ul style="list-style-type: none"> • skillfully summarize and paraphrase, integrate evidence and cite sources to create written works for multiple purposes
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Performance level claims serve as a **starting point** for discussions and analysis related to the **overall performance** of programs, students, and groups of students.

State, District, Site, and Teacher Level Insights

- Where students are as a whole
- Equity gaps across student groups
- Patterns or trends across groups of students and/or grade levels
- Vertical alignment across grade levels
- Horizontal alignment across teachers or student groups
- Comparison to the state
- How data from local assessments compares
- How other evidence of student learning fits

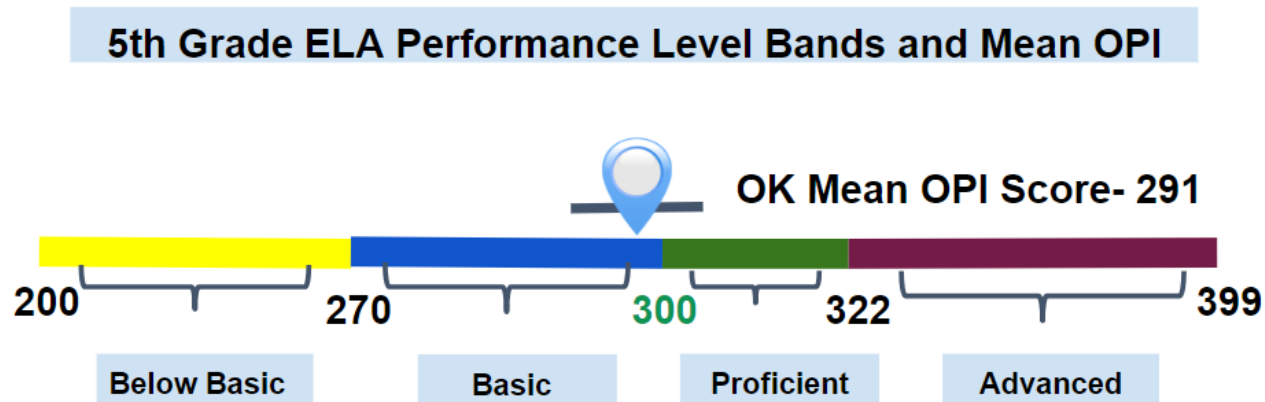
Student Level Considerations

Performance level data tells only part of the student's story and other relevant information should be considered when making student level decisions.

- Other relevant information includes:
 - Student work samples
 - Course grades
 - Teacher observations

Oklahoma Performance Index Scores (OPI): Are we progressing?

Oklahoma Performance Index (OPI) scores supplement performance-level data by pin-pointing where a score is relative to the performance level.



Built on a comparable scale from 200-399, wherein 300 is always proficient, OPI scale scores allow for numerical comparison between test takers taking the same test. OPI scores also allow us to compare individual student performance from one year to the next as a measure of growth in ELA and math because they test in consecutive years. Score ranges differ by grade and subject area as shown in the [performance level lookup table](#) linked here.

Grade	2017 Mean OPI	2018 Mean OPI	Cohort Change
3	291	287	
4	289	288	-3
5	291	291	+2
6	293	290	-1
7	287	285	-8
8	287	286	-1

Cohort change is calculated by finding the difference in Mean OPIs for the same group of students from one year to the next.

OPI scores are obtained by statistically adjusting and converting raw scores onto a common scale to account for differences in difficulty across different assessment forms. This allows for consistency in score interpretation. When combined across a student population, mean OPI scores can be used to describe state, district, and school level changes in performance, as well as identify gaps in achievement among different groups of students.

$$\text{8 Student Icons} / 8 = \text{Mean OPI Score}$$

Also referred to as an average, the mean OPI score is calculated by adding all the individual student scores and dividing by the number of total scores and communicates the average performance for a group of students.



Performance index scores add information to the conversation started with performance levels by **pin-pointing** where a student, grade, or student group is **relative to the next level** along a continuum.

State, District, Site, and Teacher Insights

- Changes in achievement gaps overtime
- Changes in student growth from year to year
- Equity gaps across student groups
- Trends and patterns across groups of students and/or grade levels
- Alignment across grade levels
- Comparison to state and other districts
- Relation to local level evidence of learning

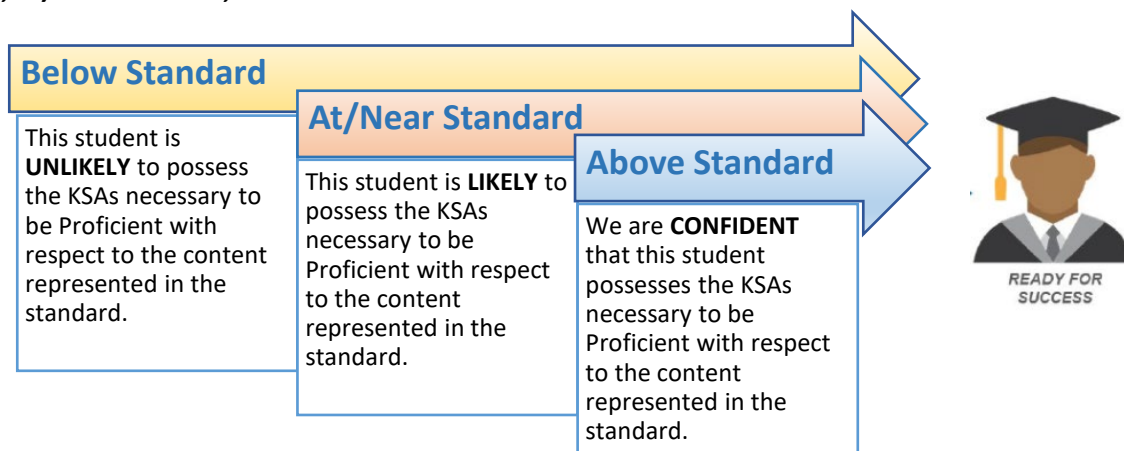
Student Level Considerations

Performance level data tells only part of the student's story and other relevant information should be considered when making student level decisions.

- Other relevant information includes:
 - Student work samples
 - Course grades
 - Teacher observations

OSTP Reporting Category Indicators: Where are our strengths?

Oklahoma Academic Standards measured by the OSTP assessment are communicated on the [OSTP Blueprints](#). Each ELA assessment has five reporting categories. Reporting categories represent groups of similar student skills assessed within each grade level and subject area. Reporting Category Performance is reported with an indicator that communicates a confidence level of the student's likelihood of being able to demonstrate the proficient level **Knowledge, Skills, and Abilities (KSAs)** found in the Performance Level Descriptor (PLD) and assessed through at least five items. Indicators include **Below Standard**, **At/Near Standard**, and **Above Standard**.



Reporting category indicators communicate standard level performance on a subset of items within the state test. Standard level information can help you gauge where groups of students or programs are relative to the proficient level KSAs needed to be ready for the next grade, course, or level. State averages for each grade and tested standard for the 2017-18 state test are shown in the table below.

2017-18 ELA Reporting Categories by Grade Level and Indicator

Standard 2 - Reading/Writing Process	3rd	4th	5th	6th	7th	8th
➤ Below Standard	48%	49%	45%	45%	50%	49%
➤ At/Near Standard	32%	34%	36%	33%	31%	33%
➤ Above Standard	20%	17%	19%	22%	19%	17%
Standard 3 - Critical Reading/Writing	3rd	4th	5th	6th	7th	8th
➤ Below Standard	41%	37%	37%	33%	35%	33%
➤ At/Near Standard	46%	48%	44%	49%	52%	48%
➤ Above Standard	13%	15%	19%	18%	13%	18%
Standard 4 - Vocabulary	3rd	4th	5th	6th	7th	8th
➤ Below Standard	36%	47%	42%	38%	24%	53%
➤ At/Near Standard	32%	34%	41%	30%	43%	22%
➤ Above Standard	32%	19%	17%	31%	33%	25%
Standard 5 - Language	3rd	4th	5th	6th	7th	8th
➤ Below Standard	41%	16%	29%	27%	56%	43%
➤ At/Near Standard	43%	61%	62%	45%	40%	48%
➤ Above Standard	15%	23%	9%	28%	4%	9%
Standard 6 - Research	3rd	4th	5th	6th	7th	8th
➤ Below Standard	34%	43%	31%	36%	43%	30%
➤ At/Near Standard	40%	43%	49%	51%	44%	49%
➤ Above Standard	25%	15%	21%	13%	12%	21%



Reporting category indicator claims have the **smallest grain size** and can provide an additional piece of evidence to inform instructional and programmatic decisions by **bringing to the surface** what is working and what may need to change relative to the standards.

As with all OSTP data, other relevant information such as student work samples and local level standards-based assessments should be considered when making decisions.

State, District, Site, and Teacher Level Insights

- Where strengths and gaps may exist in the curriculum
- Equity gaps across student groups
- Effectiveness of differentiation
- Needs for enhancement
- Alignment across grade levels
- Comparison to state and other districts

Student Level Considerations

Performance level data tells only part of the student's story and other relevant information should be considered when making student level decisions.

- Other relevant information includes:
 - Student work samples
 - Course grades
 - Teacher observations

Reporting Category Analysis: Grade 3 English Language Arts

Reporting Category indicator claims can best be interpreted by linking the [Oklahoma Academic Standards](#) measured on the assessment with proficient (or on-track) level knowledge, skills, and abilities (KSAs) described in the grade three-performance level descriptor (PLD). PLDs define the intended interpretations of tests scores by describing what students should know and be able to do in each level of achievement. PLDs reflect the standards but should not be the emphasis of instruction.

***Click on each standard to show the full breadth and depth that should be included to focus instruction.**

GR 3-Reading and Writing Process	On Track Knowledge, Skills, and Abilities
<p>Students will use a variety of recursive reading and writing processes.</p> <ul style="list-style-type: none"> Reading—Students will read and comprehend increasingly complex literary and informational texts. Writing—Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to use a variety of recursive processes to</p> <ul style="list-style-type: none"> ➤ choose the best summary of the text ➤ identify the main idea and key details ➤ compare and contrast details to classify genres ➤ engage in a recursive writing process to create organized written works
GR 3-Critical Reading and Writing	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will apply critical thinking skills to reading and writing.</p> <ul style="list-style-type: none"> Reading—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. Writing—Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to apply critical thinking skills to</p> <ul style="list-style-type: none"> ➤ identify literary elements, literary devices, and author's purpose ➤ distinguish fact from opinion ➤ infer whether a text is written in first or third person point of view ➤ create written works for specific purposes and audiences using details that support the writing task
Gr 3-Vocabulary	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p> <ul style="list-style-type: none"> Reading—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. Writing—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to</p> <ul style="list-style-type: none"> ➤ use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues ➤ use appropriate vocabulary to write clearly and effectively
Gr 3- Language	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <ul style="list-style-type: none"> Reading—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. Writing—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to apply knowledge of grammar and rhetorical style to</p> <ul style="list-style-type: none"> ➤ identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication
Gr 3-Research	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will engage in inquiry to acquire, refine, and share knowledge</p> <ul style="list-style-type: none"> Reading—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to engage in inquiry to</p> <ul style="list-style-type: none"> ➤ generate a question on a specific topic and locate and use information, including graphic features, to understand the text ➤ summarize and present information in an organized way

English language arts standards follow a vertical progression and support integrated, rather than isolated, reading/writing instruction. It is critical that students have access to integrated writing instruction at each grade level so that they can gain the knowledge, skills, and abilities needed to be ready for the next grade level.

OPINION/ARGUMENT	ELA Grade Level Objective	Opinion/Argument Writing Literacy Progression
	<ul style="list-style-type: none"> • PK.3.W Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support • 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. 	<ul style="list-style-type: none"> • Although argumentative writing is not explicitly stated in the early childhood grades, expressing thoughts and ideas is a prerequisite skill to argument writing. • With continued support from teachers, pre-kindergarten and kindergarten students begin to express an opinion in their writing.
	<ul style="list-style-type: none"> • 1.3.W.3 Students will express an opinion in writing about a topic and provide a reason to support the opinion. • 2.3.W.3 & 3.3.W.3 Students will express an opinion about a topic and provide reasons as support. 	<ul style="list-style-type: none"> ○ As students move through first, second, and third grades, they express opinions on specific topics and provide reasons to support their opinions. ○ Students' writing should become more refined as they develop as writers. First-grade students may only provide one reason, whereas second and third-grade students should include multiple reasons. Supportive reasons should become more detailed and may begin to include evidence from texts or research.
	<ul style="list-style-type: none"> • 4.3.W.3 Students will express an opinion about a topic and provide fact-based reasons as support. 	<ul style="list-style-type: none"> ○ As fourth graders, writers should include fact-based reasons as support for their stated opinions. The fact-based reasons may be found through research projects or texts read in class. ○ Teachers should differentiate between fact-based and personal reasons of support.
INFORMATIVE	ELA Grade Level Objective	Informative Writing Literacy Progression
	<ul style="list-style-type: none"> • PK.3.W Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support. • 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. 	<ul style="list-style-type: none"> ○ Writing in early childhood classrooms lays the foundation for mode specific writing to be done in later grade levels. Through shared writing experiences and guidance from the teacher, students should draw pictures, label pictures or diagrams, and/or dictate to others the facts they want to communicate for informative writing.
	<ul style="list-style-type: none"> • 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. • 2.3.W.2 Students will write facts about a subject and include a main idea with supporting details. 	<ul style="list-style-type: none"> ○ In first grade, informative writing includes gathering facts from a read aloud text and writing those facts in a way that demonstrates understanding of the text. Since this objective calls for guidance and support, teachers may provide shared writing opportunities and other support as students write to inform ○ In second grade students informative writing shifts from simply writing facts from a read aloud, to including a main idea and supporting details.
	<ul style="list-style-type: none"> • 3.3.W.2 Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words. • 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. 	<ul style="list-style-type: none"> ○ Third grade students will continue to expand their informative writing including developing the main idea and supporting details. Students should also start incorporating transitions and signal words to introduce details or facts in their writing. <ul style="list-style-type: none"> • (Transitions are words or phrases used to show connections among ideas. Signal words show emphasis, addition, comparison or contrast, illustration, and cause and effect.) ○ Fourth graders continue to refine and develop their writing with a focus on establishing a clear main idea while continuing to include supporting details, transitions and signal words. While all modes of writing need to be taught,

NARRATIVE	ELA Grade Level Objective	Narrative Writing Literacy Progression
	<ul style="list-style-type: none"> • PK.3.W Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support. • 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 	<ul style="list-style-type: none"> ○ <i>Narrative writing begins with drawing, telling, and using emergent writing like scribbles, letter like forms, random letters, beginning sound, etc. This is where students share their thoughts and opinions about topics that are well-known to them.</i>
	<ul style="list-style-type: none"> • 1.3.W.1 Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support. 	<ul style="list-style-type: none"> ○ <i>Teachers provide examples and model for students the incorporation of the setting and characters .</i> ○ <i>Students begin writing narratives that incorporate plot through writing a specific beginning, middle, and end.</i>
	<ul style="list-style-type: none"> • 2.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support. 	<ul style="list-style-type: none"> ○ <i>Students will establish the setting and characters of a story and continue to write narratives that incorporate plot and sequence of events.</i> ○ <i>Students write narratives that incorporate appropriate transitional words and phrases to establish chronology.</i> ○ <i>Students write narratives that incorporate conclusions</i>
	<ul style="list-style-type: none"> • 3.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution 	<ul style="list-style-type: none"> ○ <i>While composing, teachers and students need to keep in mind the writing process (3.2.W), word choice (3.4.W), and language (3.5.W).</i> ○ <i>Students continue to write narratives and establish a point of view, determining if a narrator or other character is telling the story and develop a plot including a conflict and resolution.</i>
	<ul style="list-style-type: none"> • 4.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue. 	<ul style="list-style-type: none"> ○ <i>While composing, teachers and students need to keep in mind the writing process (4.2.W), word choice (4.4.W), and language (4.5.W).</i> ○ <i>Character dialogue is introduced and incorporated at this time as the students continue writing narratives that establish characters, setting, point of view , as well as, develop plot that illustrates beginning, conflict, rising action, climax, falling action, and resolution.</i>
Source: ELA Framework - The ELA Frameworks are curricular tools and resources developed by Oklahoma teachers that may be helpful to educators as they evaluate, select, and implement instruction, curriculum and local-level classroom assessments aligned to standards.		

Reporting Category Analysis: Grade 4 English Language Arts

Reporting Category indicator claims can best be interpreted by linking the [Oklahoma Academic Standards](#) measured on the assessment with proficient (or on-track) level knowledge, skills, and abilities (KSAs) described in the grade four-performance level descriptor (PLD). PLDs define the intended interpretations of tests scores by describing what students should know and be able to do in each level of achievement. PLDs reflect the standards but should not be the emphasis of instruction.

***Click on each standard to show the full breadth and depth that should be included to focus instruction.**

Gr 4-Reading and Writing Process	On Track Knowledge, Skills, and Abilities
<p>Students will use a variety of recursive reading and writing processes.</p> <ul style="list-style-type: none"> Reading—Students will read and comprehend increasingly complex literary and informational texts. Writing—Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to use a variety of recursive processes to</p> <ul style="list-style-type: none"> ➤ choose the best summary of the text ➤ recognize the paraphrase of original text most of the time ➤ identify the details that support the main idea ➤ compare and contrast details in literary and nonfiction/informational texts to classify genres ➤ engage in a recursive writing process to create purposeful written works
Gr 4-Critical Reading and Writing	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will apply critical thinking skills to reading and writing.</p> <ul style="list-style-type: none"> Reading—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. Writing—Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to apply critical thinking skills to</p> <ul style="list-style-type: none"> ➤ identify and describe literary elements, literary devices, author's purpose, accuracy of facts, and text structure in various texts ➤ infer meaning from a text including author's purpose and points of view ➤ select and apply the organizational structure that best fits the mode, purpose, and audience
Gr 4-Vocabulary	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p> <ul style="list-style-type: none"> Reading—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. Writing—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to</p> <ul style="list-style-type: none"> ➤ use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues ➤ use appropriate vocabulary to write clearly and effectively
Gr 4- Language	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <ul style="list-style-type: none"> Reading—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. Writing—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to apply knowledge of grammar and rhetorical style to</p> <ul style="list-style-type: none"> ➤ identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication
Gr 4-Research	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will engage in inquiry to acquire, refine, and share knowledge.</p> <ul style="list-style-type: none"> Reading—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to engage in inquiry to</p> <ul style="list-style-type: none"> ➤ generate a viable research question on a specific topic and adequately locate and use information, including graphic features, to interpret the text ➤ organize relevant and reliable information in order to present findings

English language arts standards follow a vertical progression and support integrated, rather than isolated, reading/writing instruction. It is critical that students have access to integrated writing instruction at each grade level so that they can gain the knowledge, skills, and abilities needed to be ready for the next grade level.

OPINION/ARGUMENT	ELA Grade Level Objective	Opinion/Argument Writing Literacy Progression
	<ul style="list-style-type: none"> • 1.3.W.3 Students will express an opinion in writing about a topic and provide a reason to support the opinion • 2.3.W.3 Students will express an opinion about a topic and provide reasons as support • 3.3.W.3 Students will express an opinion about a topic and provide reasons as support 	<ul style="list-style-type: none"> ○ As students move through first, second, and third grades, they express opinions on specific topics and provide reasons to support their opinions. ○ Students' writing should become more refined as they develop as writers. First-grade students may only provide one reason, whereas second and third-grade students should include multiple reasons. Supportive reasons should become more detailed and may begin to include evidence from texts or research.
	<ul style="list-style-type: none"> • 4.3.W.3 Students will express an opinion about a topic and provide fact-based reasons as support 	<ul style="list-style-type: none"> ○ As fourth graders, writers should include fact-based reasons as support for their stated opinions. The fact-based reasons may be found through research projects or texts read in class. ○ Teachers should differentiate between fact-based and personal reasons of support.
	<ul style="list-style-type: none"> • 5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure • 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 	<ul style="list-style-type: none"> ○ Students begin to develop a clear topic that lets the reader know what their argument is about. Students elaborate on the topic by using specific facts, examples, and details. ○ Students will use an organized structure, such as introduction, body, and conclusion. ○ Students will explain their opinion in a way that can be easily understood. They will explain how their opinions relate to the facts that support it.
INFORMATIVE	ELA Grade Level Objective	Informative Writing Literacy Progression
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ○ In first grade, informative writing includes gathering facts from a read aloud text and writing those facts in a way that demonstrates understanding of the text. Since this objective calls for guidance and support, teachers may provide shared writing opportunities and other support as students write to inform
	<ul style="list-style-type: none"> • 2.3.W.2 Students will write facts about a subject and include a main idea with supporting details • 3.3.W.2 Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words • 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 	<ul style="list-style-type: none"> ○ In second grade students informative writing shifts from simply writing facts from a read aloud, to including a main idea and supporting details. ○ Third grade students will continue to expand their informative writing including developing the main idea and supporting details. Students should also start incorporating transitions and signal words to introduce details or facts in their writing. Transitions are words or phrases used to show connections among ideas. Signal words show emphasis, addition, comparison or contrast, illustration, and cause and effect. ○ Fourth graders continue to refine and develop their writing with a focus on establishing a clear main idea while continuing to include supporting details, transitions and signal words. While all modes of writing need to be taught,
	<ul style="list-style-type: none"> • 5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g. specific facts, examples, details) and maintaining an organized structure 	<ul style="list-style-type: none"> ○ As fifth graders, students continue to expand what they know about informative writing to more formally introducing and developing a topic. The development of the topic should include evidence such as specific facts, examples, and details to support the topic. ○ Students should work on using and maintaining an organized structure; introduction, body, and conclusion in their writing. Organizational structures introduced in objective 5.2.W.3 (e.g. descriptions, compare/contrast, sequential, problem/solution, cause/effect, etc) are appropriate for creating multi-paragraph essays.

NARRATIVE	Grade Level Objective	<u>Narrative Writing Literacy Progression</u>
	<ul style="list-style-type: none"> • 1.3.W.1 Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support. 	<ul style="list-style-type: none"> ○ Teachers provide examples and model for students the incorporation of the setting and characters . Students begin writing narratives that incorporate plot through writing a specific beginning, middle, and end.
	<ul style="list-style-type: none"> • 2.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support. 	<ul style="list-style-type: none"> ○ Students will establish the setting and characters of a story and continue to write narratives that incorporate plot and sequence of events. ○ Students write narratives that incorporate appropriate transitional words and phrases to establish chronology. And finally, students write narratives that incorporate conclusions
	<ul style="list-style-type: none"> • 3.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution) 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (3.2.W), word choice (3.4.W), and language (3.5.W). ○ Students continue to write narratives and establish a point of view, determining if a narrator or other character is telling the story and develop a plot including a conflict and resolution.
	<ul style="list-style-type: none"> • 4.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue. 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (4.2.W), word choice (4.4.W), and language (4.5.W). ○ Character dialogue is introduced and incorporated at this time as the students continue writing narratives that establish characters, setting, point of view , as well as, develop plot that illustrates beginning, conflict, rising action, climax, falling action, and resolution.
	<ul style="list-style-type: none"> • 5.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, (i.e., internal, external), and dialogue. 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (5.2.W), word choice (5.4.W), and language (5.5.W). ○ Internal and external conflict are introduced as students continue to write narratives that establish characters, setting, point of view, plot (beginning, internal and external conflict and resolution, rising action, climax, falling action, resolution) and character dialogue .
Source: ELA Framework - The ELA Frameworks are curricular tools and resources developed by Oklahoma teachers that may be helpful to educators as they evaluate, select, and implement instruction, curriculum and local-level classroom assessments aligned to standards.		

Reporting Category Analysis: Grade 5 English Language Arts

Reporting Category indicator claims can best be interpreted by linking the [Oklahoma Academic Standards](#) measured on the assessment with proficient (or on-track) level knowledge, skills, and abilities (KSAs) described in the grade five-performance level descriptor (PLD). PLDs define the intended interpretations of tests scores by describing what students should know and be able to do in each level of achievement. PLDs reflect the standards but should not be the emphasis of instruction.

***Click on each standard to show the full breadth and depth that should be included to focus instruction.**

Gr 5-Reading and Writing Process	On Track Knowledge, Skills, and Abilities
<p>Students will use a variety of recursive reading and writing processes.</p> <ul style="list-style-type: none"> Reading— Students will read and comprehend increasingly complex literary and informational texts. Writing— Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to use a variety of recursive processes to</p> <ul style="list-style-type: none"> ➤ identify objective text-based summaries that include main idea, supporting details, and a logical sequence of events ➤ compare and contrast details in literary and nonfiction/informational texts to classify genres ➤ recognize the paraphrase of original text most of the time ➤ engage in a recursive writing process to create purposeful written works
Gr 5- Critical Reading and Writing	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will apply critical thinking skills to reading and writing.</p> <ul style="list-style-type: none"> Reading—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. Writing— Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to apply critical thinking skills to</p> <ul style="list-style-type: none"> ➤ explain how literary elements, literary devices, author's purpose, point of view, accuracy of facts, and text structure contribute to the meaning of the text ➤ compare and contrast texts and ideas within and between texts ➤ select and apply the organizational structure that best fits the mode, purpose, and audience
Gr 5- Vocabulary	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p> <ul style="list-style-type: none"> Reading—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. Writing—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to</p> <ul style="list-style-type: none"> ➤ use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues ➤ use appropriate vocabulary to write clearly and effectively
Gr 5- Language	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <ul style="list-style-type: none"> Reading—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. Writing—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to apply knowledge of grammar and rhetorical style to</p> <ul style="list-style-type: none"> ➤ identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication
Gr 5-Research	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will engage in inquiry to acquire, refine, and share knowledge.</p> <ul style="list-style-type: none"> Reading—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to engage in inquiry to</p> <ul style="list-style-type: none"> ➤ locate, record, and organize relevant and reliable information on a topic in order to present findings

English language arts standards follow a vertical progression and support integrated, rather than isolated, reading/writing instruction. It is critical that students have access to integrated writing instruction at each grade level so that they can gain the knowledge, skills, and abilities needed to be ready for the next grade level.

OPINION/ARGUMENT	ELA Grade Level Objective	<u>Opinion/Argument Writing Literacy Progression</u>
	<ul style="list-style-type: none"> • 3.3.W.3 Students will express an opinion about a topic and provide reasons as support. 	<ul style="list-style-type: none"> ○ <i>Students' writing should become more refined as they develop as writers. First-grade students may only provide one reason, whereas second and third-grade students should include multiple reasons. Supportive reasons should become more detailed and may begin to include evidence from texts or research.</i>
	<ul style="list-style-type: none"> • 4.3.W.3 Students will express an opinion about a topic and provide fact-based reasons as support. 	<ul style="list-style-type: none"> ○ As fourth graders, writers should include fact-based reasons as support for their stated opinions. The fact-based reasons may be found through research projects or texts read in class. ○ Teachers should differentiate between fact-based and personal reasons of support.
	<ul style="list-style-type: none"> • 5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure. • 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. 	<ul style="list-style-type: none"> ○ <i>Students begin to develop a clear topic that lets the reader know what their argument is about. Students elaborate on the topic by using specific facts, examples, and details.</i> ○ <i>Students will use an organized structure, such as introduction, body, and conclusion.</i> ○ <i>Students will explain their opinion in a way that can be easily understood. They will explain how their opinions relate to the facts that support it.</i>
	<ul style="list-style-type: none"> • 6.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure. • 6.3.W.3 Students will clearly state an opinion supported with facts and details. • 6.3.W.4 Students will show relationships among facts, opinions, and supporting details. 	<ul style="list-style-type: none"> ○ In the sixth grade, students will compose entire essays that state an opinion supported by factual evidence. ○ Students should be able to explain how the evidence supports their stated opinion.
INFORMATIVE	ELA Grade Level Objective	<u>Informative Writing Literacy Progression</u>
	<ul style="list-style-type: none"> • 3.3.W.2 Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words. • 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. 	<ul style="list-style-type: none"> ○ <i>Third grade students will continue to expand their informative writing including developing the main idea and supporting details. Students should also start incorporating transitions and signal words to introduce details or facts in their writing. Transitions are words or phrases used to show connections among ideas. Signal words show emphasis, addition, comparison or contrast, illustration, and cause and effect.</i> ○ <i>Fourth graders continue to refine and develop their writing with a focus on establishing a clear main idea while continuing to include supporting details, transitions and signal words. While all modes of writing need to be taught,</i>
	<ul style="list-style-type: none"> • 5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g. specific facts, examples, details) and maintaining an organized structure 	<ul style="list-style-type: none"> ○ <i>As fifth graders, students continue to expand what they know about informative writing to more formally introducing and developing a topic. The development of the topic should include evidence such as specific facts, examples, and details to support the topic.</i> ○ <i>Students should work on using and maintaining an organized structure; introduction, body, and conclusion in their writing. Organizational structures introduced in objective 5.2.W.3 (e.g. descriptions, compare/contrast, sequential, problem/solution, cause/effect, etc) are appropriate for creating multi-paragraph essays.</i>

	<ul style="list-style-type: none"> • 6.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g. specific facts, examples, details) and maintaining an organized structure. 	<ul style="list-style-type: none"> ○ The expectations for sixth through eighth grades shift to specifically composing essays, a composition that addresses one specific subject and informs readers about the topic, and reports, compositions that present facts about a topic and will help readers learn about and understand the topic. Essays and reports should include evidence and maintain an organized structure. (See 6.2.W.3, 7.2.W.3 and 8.2.W.3)
NARRATIVE	Grade Level Objective	<u>Narrative Writing Literacy Progression</u>
	<ul style="list-style-type: none"> • 3.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution) 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (3.2.W), word choice (3.4.W), and language (3.5.W). ○ Students continue to write narratives and establish a point of view, determining if a narrator or other character is telling the story and develop a plot including a conflict and resolution.
	<ul style="list-style-type: none"> • 4.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue. 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (4.2.W), word choice (4.4.W), and language (4.5.W). Character dialogue is introduced and incorporated at this time as the students continue writing narratives that establish characters, setting, point of view, as well as, develop plot that illustrates beginning, conflict, rising action, climax, falling action, and resolution.
	<ul style="list-style-type: none"> • 5.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, (i.e., internal, external), and dialogue. 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (5.2.W), word choice (5.4.W), and language (5.5.W). Internal and external conflict are introduced as students continue to write narratives that establish characters, setting, point of view, plot (beginning, internal and external conflict and resolution, rising action, climax, falling action, resolution) and character dialogue.
	<ul style="list-style-type: none"> • 6.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue. 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (5.2.W), word choice (5.4.W), and language (5.5.W). Internal and external conflict are introduced as students continue to write narratives that establish characters, setting, point of view, plot (beginning, internal and external conflict and resolution, rising action, climax, falling action, resolution) and character dialogue.
Source: ELA Framework - The ELA Frameworks are curricular tools and resources developed by Oklahoma teachers that may be helpful to educators as they evaluate, select, and implement instruction, curriculum and local-level classroom assessments aligned to standards.		

Reporting Category Analysis: Grade 6 English Language Arts

Reporting Category indicator claims can best be interpreted by linking the [Oklahoma Academic Standards](#) measured on the assessment with proficient (or on-track) level knowledge, skills, and abilities (KSAs) described in the grade six-performance level descriptor (PLD). PLDs define the intended interpretations of tests scores by describing what students should know and be able to do in each level of achievement. PLDs reflect the standards but should not be the emphasis of instruction.

***Click on each standard to show the full breadth and depth that should be included to focus instruction.**

Gr 6- Reading and Writing Process	On Track Knowledge, Skills, and Abilities
<p>Students will use a variety of recursive reading and writing processes.</p> <ul style="list-style-type: none"> Reading— Students will read and comprehend increasingly complex literary and informational texts. Writing— Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to use a variety of recursive reading and writing processes to</p> <ul style="list-style-type: none"> ➤ comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres ➤ create an objective summary including main idea and supporting details ➤ paraphrase main ideas with supporting details in a text ➤ engage in a recursive writing process
Gr 6- Critical Reading and Writing	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will apply critical thinking skills to reading and writing.</p> <ul style="list-style-type: none"> Reading—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. Writing— Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to apply critical thinking skills to</p> <ul style="list-style-type: none"> ➤ compare and contrast stated or implied purposes of authors' writing ➤ evaluate literary devices, points of view, and perspectives, and they analyze how authors use key literary elements to contribute to the meaning of the text ➤ categorize facts included in an argument ➤ analyze textual evidence to support inferences and understanding within and between texts ➤ introduce a claim and organize reasons and evidence in argumentative writing ➤ use fully developed ideas, strong organization, and appropriate voice when writing ➤ compose narrative, informative, and argumentative responses for varied purposes and audiences
Gr 6- Vocabulary	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p> <ul style="list-style-type: none"> Reading—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. Writing—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to use their working vocabularies to</p> <ul style="list-style-type: none"> ➤ use context clues, word parts, and reference tools to determine or clarify the meaning of words ➤ infer the relationships among words with multiple meanings ➤ select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose ➤ use well-chosen words and appropriate voice when writing
Gr 6- Language	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <ul style="list-style-type: none"> Reading—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. Writing—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to apply knowledge of grammar and rhetorical style to reading and writing to</p> <ul style="list-style-type: none"> ➤ demonstrate a command of Standard English grammar, mechanics, and usage ➤ apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing ➤ develop fluent sentences when writing

Gr 6- Research	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will engage in inquiry to acquire, refine, and share knowledge.</p> <ul style="list-style-type: none"> • Reading—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. • Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to engage in inquiry to</p> <ul style="list-style-type: none"> ➤ record and organize information from various sources ➤ comprehend, evaluate, and synthesize resources ➤ recognize viable research questions to find information on a topic ➤ summarize and integrate information following a citation style with guidance and support ➤ summarize and present information in a report

English language arts standards follow a vertical progression and support integrated, rather than isolated, reading/writing instruction. It is critical that students have access to integrated writing instruction at each grade level so that they can gain the knowledge, skills, and abilities needed to be ready for the next grade level.

OPINION/ARGUMENT	ELA Grade Level Objective	Opinion/Argument Writing Literacy Progression
	<ul style="list-style-type: none"> • 4.3.W.3 Students will express an opinion about a topic and provide fact-based reasons as support. 	<ul style="list-style-type: none"> ○ As fourth graders, writers should include fact-based reasons as support for their stated opinions. The fact-based reasons may be found through research projects or texts read in class. ○ Teachers should differentiate between fact-based and personal reasons of support.
	<ul style="list-style-type: none"> • 5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure. • 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. 	<ul style="list-style-type: none"> ○ Students begin to develop a clear topic that lets the reader know what their argument is about. Students elaborate on the topic by using specific facts, examples, and details. ○ Students will use an organized structure, such as introduction, body, and conclusion. ○ Students will explain their opinion in a way that can be easily understood. They will explain how their opinions relate to the facts that support it.
	<ul style="list-style-type: none"> • 6.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure. • 6.3.W.3 Students will clearly state an opinion supported with facts and details. • 6.3.W.4 Students will show relationships among facts, opinions, and supporting details. 	<ul style="list-style-type: none"> ○ In the sixth grade, students will compose entire essays that state an opinion supported by factual evidence. ○ Students should be able to explain how the evidence supports their stated opinion.
	<ul style="list-style-type: none"> • 7.3.W.1 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style. • 7.3.W.2 Students will introduce a claim and organize reasons and evidence, using credible sources. • 7.3.W.4 Students will show relationships among the claim, reasons, and evidence. 	<ul style="list-style-type: none"> ○ Argument VS Opinion/ Claim Vs Opinion ○ In 6th grade, students were stating opinions. In 7th grade, students move to argument writing where they will introduce a claim and support the claim with researched reasons and evidence. ○ Students will explain their claim in a way that can be easily understood. They will explain how their claim relates to the reasons and evidence that support it.

INFORMATIVE	ELA Grade Level Objective	Informative Writing Literacy Progression
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ○ Fourth graders continue to refine and develop their writing with a focus on establishing a clear main idea while continuing to include supporting details, transitions and signal words. While all modes of writing need to be taught,
	<ul style="list-style-type: none"> • 5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g. specific facts, examples, details) and maintaining an organized structure 	<ul style="list-style-type: none"> ○ As fifth graders, students continue to expand what they know about informative writing to more formally introducing and developing a topic. The development of the topic should include evidence such as specific facts, examples, and details to support the topic. ○ Students should work on using and maintaining an organized structure: introduction, body, and conclusion in their writing. Organizational structures introduced in objective 5.2.W.3 (e.g. descriptions, compare/contrast, sequential, problem/solution, cause/effect, etc) are appropriate for creating multi-paragraph essays.
	<ul style="list-style-type: none"> • 6.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g. specific facts, examples, details) and maintaining an organized structure. • 7.3.W.2 & 8.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and formal style. 	<ul style="list-style-type: none"> ○ The expectations for sixth through eighth grades shift to specifically composing essays, a composition that addresses one specific subject and informs readers about the topic, and reports, compositions that present facts about a topic and will help readers learn about and understand the topic. Essays and reports should include evidence and maintain an organized structure. (See 6.2.W.3, 7.2.W.3 and 8.2.W.3) ○ In seventh and eighth grades, students should begin using a formal style in their writing. In a formal style, students should pay close attention to word choice, selecting more formal academic language rather than more casual written or spoken forms of language
NARRATIVE	Grade Level Objective	Narrative Writing Literacy Progression
	<ul style="list-style-type: none"> • 4.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue. 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (4.2.W), word choice (4.4.W), and language (4.5.W). ○ Character dialogue is introduced and incorporated at this time as the students continue writing narratives that establish characters, setting, point of view, as well as, develop plot that illustrates beginning, conflict, rising action, climax, falling action, and resolution.
	<ul style="list-style-type: none"> • 5.3.W.1 & 6.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, (i.e., internal, external), and dialogue. 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (5.2.W), word choice (5.4.W), and language (5.5.W). ○ Internal and external conflict are introduced as students continue to write narratives that establish characters, setting, point of view, plot (beginning, internal and external conflict and resolution, rising action, climax, falling action, resolution) and character dialogue.
	<ul style="list-style-type: none"> • 7.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events. 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (7.2.W), word choice (7.4.W), and language (7.5.W). ○ Sensory details to convey experiences and events are introduced as students create a well-structured event which includes the five senses that moves the reader through the story or experience. Students continue to write narratives that establish characters, setting, plot (exposition, inciting incident, rising action, climax, falling action, resolution), conflict (internal, external) and dialogue.
Source: ELA Framework - The ELA Frameworks are curricular tools and resources developed by Oklahoma teachers that may be helpful to educators as they evaluate, select, and implement instruction, curriculum and local-level classroom assessments aligned to standards.		

Reporting Category Analysis: Grade 7 English Language Arts

Reporting Category indicator claims can best be interpreted by linking the [Oklahoma Academic Standards](#) measured on the assessment with proficient (or on-track) level knowledge, skills, and abilities (KSAs) described in the grade seven-performance level descriptor (PLD). PLDs define the intended interpretations of tests scores by describing what students should know and be able to do in each level of achievement. PLDs reflect the standards but should not be the emphasis of instruction. ***Click on each standard to show the full breadth and depth that should be included to focus instruction.**

Gr 7- Reading and Writing Process	On Track Knowledge, Skills, and Abilities
<p>Students will use a variety of recursive reading and writing processes.</p> <ul style="list-style-type: none"> Reading— Students will read and comprehend increasingly complex literary and informational texts. Writing— Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. 	<p>Students receiving <i>At/Near</i> or <i>Above Standard</i> indicators are likely to be able to use a variety of recursive processes to</p> <ul style="list-style-type: none"> ➤ typically read and comprehend and synthesize increasingly complex literary and informational texts ➤ create an objective summary including main idea and supporting details ➤ paraphrase main ideas with supporting details in a text ➤ engage in a recursive writing process to compose narrative, informative, and argumentative responses for varied purposes and audiences ➤ summarize and paraphrase, integrate evidence, and well-chosen words to create written works for multiple purposes
Gr 7- Critical Reading and Writing	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will apply critical thinking skills to reading and writing.</p> <ul style="list-style-type: none"> Reading—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. Writing— Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. 	<p>Students receiving <i>At/Near</i> or <i>Above Standard</i> indicators are likely to be able to apply critical thinking skills to</p> <ul style="list-style-type: none"> ➤ compare and contrast stated or implied purposes of authors' writing ➤ evaluate literary devices, points of view, and perspectives, and they analyze how authors use key literary elements to contribute to the meaning of the text ➤ distinguish factual claims from opinions ➤ analyze and evaluate textual evidence to support inferences and draw simple, logical conclusions between and across multiple texts ➤ In argumentative writing, students introduce a claim and organize reasons and evidence
Gr 7- Vocabulary	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p> <ul style="list-style-type: none"> Reading—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. Writing—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. 	<p>Students receiving <i>At/Near</i> or <i>Above Standard</i> indicators are likely to be able to</p> <ul style="list-style-type: none"> ➤ use context clues, word parts, and reference tools to determine or clarify the meaning of words ➤ select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose ➤ infer the relationships among words with multiple meanings ➤ select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose
Gr 7- Language	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <ul style="list-style-type: none"> Reading—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. Writing—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. 	<p>Students receiving <i>At/Near</i> or <i>Above Standard</i> indicators are likely to be able to apply knowledge of grammar and rhetorical style to</p> <ul style="list-style-type: none"> ➤ apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing ➤ demonstrate a command of Standard English grammar, mechanics, and usage ➤ develop fluent sentences when writing

Gr 7- Research	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will engage in inquiry to acquire, refine, and share knowledge.</p> <ul style="list-style-type: none"> • Reading—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. • Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to engage in inquiry to</p> <ul style="list-style-type: none"> ➤ recognize viable research questions and well-developed thesis statements to find information on a specific topic ➤ summarize and paraphrase, integrate evidence, evaluate, synthesize, and cite sources to create written works for multiple purposes

English language arts standards follow a vertical progression and support integrated, rather than isolated, reading/writing instruction. It is critical that students have access to integrated writing instruction at each grade level so that they can gain the knowledge, skills, and abilities needed to be ready for the next grade level.

OPINION/ARGUMENT	ELA Grade Level Objective	Opinion/Argument Writing Literacy Progression
	<ul style="list-style-type: none"> • 5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure. • 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. 	<ul style="list-style-type: none"> ○ Students begin to develop a clear topic that lets the reader know what their argument is about. Students elaborate on the topic by using specific facts, examples, and details. ○ Students will use an organized structure, such as introduction, body, and conclusion. ○ Students will explain their opinion in a way that can be easily understood. They will explain how their opinions relate to the facts that support it.
	<ul style="list-style-type: none"> • 6.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure. • 6.3.W.3 Students will clearly state an opinion supported with facts and details. • 6.3.W.4 Students will show relationships among facts, opinions, and supporting details. 	<ul style="list-style-type: none"> ○ In the sixth grade, students will compose entire essays that state an opinion supported by factual evidence. ○ Students should be able to explain how the evidence supports their stated opinion.
	<ul style="list-style-type: none"> • 7.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style. • 7.3.W.3 Students will introduce a claim and organize reasons and evidence, using credible sources. • 7.3.W.4 Students will show relationships among the claim, reasons, and evidence. 	<ul style="list-style-type: none"> ○ Argument VS Opinion/ Claim Vs Opinion ○ In 6th grade, students were stating opinions. In 7th grade, students move to argument writing where they will introduce a claim and support the claim with researched reasons and evidence. ○ Students will explain their claim in a way that can be easily understood. They will explain how their claim relates to the reasons and evidence that support it.
	<ul style="list-style-type: none"> • 8.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style. • 8.3.W.3 Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidence, using credible sources. • 8.3.W.4 Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented. 	<ul style="list-style-type: none"> ○ As students write arguments in the eighth grade, they are tasked with recognizing a claim from the opposing viewpoint in their writing. ○ In addition, students will continue to explain how their evidence and reasoning relates to their claim, but will also develop a satisfactory conclusion.

INFORMATIVE	ELA Grade Level Objective	Informative Writing Literacy Progression
	<ul style="list-style-type: none"> ○ 5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g. specific facts, examples, details) and maintaining an organized structure 	<ul style="list-style-type: none"> ○ As fifth graders, students continue to expand what they know about informative writing to more formally introducing and developing a topic. The development of the topic should include evidence such as specific facts, examples, and details to support the topic. ○ Students should work on using and maintaining an organized structure; introduction, body, and conclusion in their writing. Organizational structures introduced in objective 5.2.W.3 (e.g. descriptions, compare/contrast, sequential, problem/solution, cause/effect, etc) are appropriate for creating multi-paragraph essays.
NARRATIVE	Grade Level Objective	Narrative Writing Literacy Progression
	<ul style="list-style-type: none"> • 6.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g. specific facts, examples, details) and maintaining an organized structure. ○ 7.3.W.2 & 8.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and formal style. 	<ul style="list-style-type: none"> ○ The expectations for sixth through eighth grades shift to specifically composing essays, a composition that addresses one specific subject and informs readers about the topic, and reports, compositions that present facts about a topic and will help readers learn about and understand the topic. Essays and reports should include evidence and maintain an organized structure. (See 6.2.W.3, 7.2.W.3 and 8.2.W.3) ○ In seventh and eighth grades, students should begin using a formal style in their writing. In a formal style, students should pay close attention to word choice, selecting more formal academic language rather than more casual written or spoken forms of language
NARRATIVE	<ul style="list-style-type: none"> ○ 5.3.W.1 & 6.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, (i.e., internal, external), and dialogue. 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (5.2.W), word choice (5.4.W), and language (5.5.W). ○ Internal and external conflict are introduced as students continue to write narratives that establish characters, setting, point of view, plot (beginning, internal and external conflict and resolution, rising action, climax, falling action, resolution) and character dialogue .
	<ul style="list-style-type: none"> ○ 7.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events. 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (7.2.W), word choice (7.4.W), and language (7.5.W). ○ Sensory details to convey experiences and events are introduced as students create a well-structured event which includes the five senses that moves the reader through the story or experience. Students continue to write narratives that establish characters, setting, plot (exposition, inciting incident, rising action, climax, falling action, resolution), conflict (internal, external) and dialogue.
	<ul style="list-style-type: none"> • 8.3.W.1 Students will write narratives incorporating characters, plot (i.e., flashback and foreshadowing), setting, point of view, conflict, dialogue, and sensory details. 	<ul style="list-style-type: none"> ○ While composing, teachers and students need to keep in mind the writing process (8.2.W), word choice (8.4.W), and language (8.5.W). Students continue to write narratives that establish characters , plot (flashback and foreshadowing) setting (time and place) point of view , conflict (internal, external) dialogue and sensory details .
Source: ELA Framework - The ELA Frameworks are curricular tools and resources developed by Oklahoma teachers that may be helpful to educators as they evaluate, select, and implement instruction, curriculum and local-level classroom assessments aligned to standards. The		

Reporting Category Analysis: Grade 8 English Language Arts

Reporting Category indicator claims can best be interpreted by linking the [Oklahoma Academic Standards](#) measured on the assessment with proficient (or on-track) level knowledge, skills, and abilities (KSAs) described in the grade eight-performance level descriptor (PLD). PLDs define the intended interpretations of tests scores. PLDs reflect the standards but should not be the emphasis of instruction. ***Click on each standard to show the full breadth and depth that should be included to focus instruction.**

Gr 8- Reading and Writing Process	On Track Knowledge, Skills, and Abilities
<p>Students will use a variety of recursive reading and writing processes.</p> <ul style="list-style-type: none"> • Reading— Students will read and comprehend increasingly complex literary and informational texts. • Writing— Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to use a variety of recursive processes to</p> <ul style="list-style-type: none"> ➤ read, comprehend, interpret, evaluate, and respond to literary and informational texts ➤ comprehend, evaluate, and synthesize resources ➤ summarize and paraphrase to create written works for multiple purposes ➤ engage in a recursive writing process to compose narrative, informative, and argumentative responses for varied purposes and audiences
Gr 8- Critical Reading and Writing	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will apply critical thinking skills to reading and writing.</p> <ul style="list-style-type: none"> • Reading—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. • Writing— Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to apply critical thinking skills to</p> <ul style="list-style-type: none"> ➤ evaluate literary devices, points of view, and perspectives, and they analyze how authors use key literary elements to contribute to the meaning of the text ➤ analyze and evaluate textual evidence to support inferences and conclusions between and across multiple texts ➤ In argumentative writing, introduce a claim, recognize a claim from an opposing viewpoint, and organize reasons and evidence
Gr 8- Vocabulary	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will expand their working vocabularies to effectively communicate and understand texts.</p> <ul style="list-style-type: none"> • Reading—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. • Writing—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to</p> <ul style="list-style-type: none"> ➤ select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose ➤ use context clues, word parts, and reference tools to determine or clarify the meaning of words ➤ infer the relationships among words with multiple meanings
Gr 8- Language	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p> <ul style="list-style-type: none"> • Reading— Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts • Writing— Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to apply knowledge of grammar and rhetorical style to</p> <ul style="list-style-type: none"> ➤ apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing ➤ demonstrate a command of Standard English grammar, mechanics, and usage ➤ develop fluent sentences and use appropriate voice
Gr 8- Research	On Track Knowledge, Skills, and Abilities (KSAs)
<p>Students will engage in inquiry to acquire, refine, and share knowledge.</p> <ul style="list-style-type: none"> • Reading—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. • Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes 	<p>Students receiving At/Near or Above Standard indicators are likely to be able to engage in inquiry to</p> <ul style="list-style-type: none"> ➤ recognize viable research questions and well-developed thesis statements to find information on a specific topic ➤ cite sources to create written works for multiple purposes

English language arts standards follow a vertical progression and support integrated, rather than isolated, reading/writing instruction. It is critical that students have access to integrated writing instruction at each grade level so that they can gain the knowledge, skills, and abilities needed to be ready for the next grade level.

OPINION/ARGUMENT	ELA Grade Level Objective	Opinion/Argument Writing Literacy Progression
	<ul style="list-style-type: none"> • 6.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure. • 6.3.W.3 Students will clearly state an opinion supported with facts and details. • 6.3.W.4 Students will show relationships among facts, opinions, and supporting details. 	<ul style="list-style-type: none"> ○ In the sixth grade, students will compose entire essays that state an opinion supported by factual evidence. ○ Students should be able to explain how the evidence supports their stated opinion.
	<ul style="list-style-type: none"> • 7.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style. • 7.3.W.3 Students will introduce a claim and organize reasons and evidence, using credible sources. • 7.3.W.4 Students will show relationships among the claim, reasons, and evidence. 	<ul style="list-style-type: none"> ○ Argument VS Opinion/ Claim Vs Opinion ○ In 7th grade, students move to argument writing where they will introduce a claim and support the claim with researched reasons and evidence. ○ Students will explain their claim in a way that can be easily understood. They will explain how their claim relates to the reasons and evidence that support it.
	<ul style="list-style-type: none"> • 8.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style. • 8.3.W.3 Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidence, using credible sources. • 8.3.W.4 Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented. 	<ul style="list-style-type: none"> ○ As students write arguments in the eighth grade, they are tasked with recognizing a claim from the opposing viewpoint in their writing. ○ In addition, students will continue to explain how their evidence and reasoning relates to their claim, but will also develop a satisfactory conclusion.
	<ul style="list-style-type: none"> • 9.3.W.2 Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style. • 9.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s). • 9.3.W.4 Students will introduce claims, recognize and distinguish from alternate or opposing claims, and organize reasons and evidences using credible sources. • 9.3.W.5 Students will show relationships among the claim, reasons and evidence and include a conclusions that follows logically from the information presented and supports the argument. • 9.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays. 	<ul style="list-style-type: none"> ○ In the 9th grade, students compose essays in a formal style while maintaining an objective tone towards the topic. While the student may be arguing to support their thesis, they approach the topic objectively, relying on factual information to support their argument rather than logical fallacies or bias. ○ Students can effectively defend their claim by using reasoning and evidence that is clear, original and compelling, rather than obvious and vague. ○ Students can clearly state the claim they are making regarding a topic and describe with clarity how their claim is different than other claims. The student is also able to select appropriate evidence to defend the stated claim

INFORMATIVE	ELA Grade Level Objective	Informative Writing Literacy Progression
	<ul style="list-style-type: none"> • 6.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g. specific facts, examples, details) and maintaining an organized structure. • 7.3.W.2 & 8.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and formal style. 	<ul style="list-style-type: none"> ○ <i>The expectations for sixth through eighth grades shift to specifically composing essays, a composition that addresses one specific subject and informs readers about the topic, and reports, compositions that present facts about a topic and will help readers learn about and understand the topic. Essays and reports should include evidence and maintain an organized structure.</i> ○ <i>In seventh and eighth grades, students should begin using a formal style in their writing. In a formal style, students should pay close attention to word choice, selecting more formal academic language rather than more casual written or spoken forms of language</i>
NARRATIVE	Grade Level Objective	Narrative Writing Literacy Progression
	<ul style="list-style-type: none"> ○ 5.3.W.1 & 6.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, (i.e., internal, external), and dialogue. ○ 7.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events. • 8.3.W.1 Students will write narratives incorporating characters, plot (i.e., flashback and foreshadowing), setting, point of view, conflict, dialogue, and sensory details. • 9.3.W.1 Students will write non-fiction narratives (e.g., memoirs, personal essays). 	<ul style="list-style-type: none"> ○ <i>Internal and external conflict are introduced as students continue to write narratives that establish characters, setting, point of view, plot (beginning, internal and external conflict and resolution, rising action, climax, falling action, resolution) and character dialogue.</i> ○ <i>Sensory details to convey experiences and events are introduced as students create a well-structured event which includes the five senses that moves the reader through the story or experience. Students continue to write narratives that establish characters, setting, plot (exposition, inciting incident, rising action, climax, falling action, resolution), conflict (internal, external and dialogue.</i> ○ <i>While composing, teachers and students need to keep in mind the writing process (8.2.W), word choice (8.4.W), and language (8.5.W).</i> ○ <i>Students continue to write narratives that establish characters, plot (flashback and foreshadowing) setting (time and place) point of view, conflict (internal, external) dialogue and sensory details</i> ○ <i>Students will compose a variety of nonfiction narratives, using effective techniques, well-chosen details, and well-structured event sequences. Students will engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. (Ideas, Organization). Students will create a smooth progression of experiences or events.(Organization).</i> ○ <i>Students will use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (Voice, Organization).</i> ○ <i>Students will use a variety of techniques to sequence events so that they build on one another to create a coherent whole.(Sentence Fluency). Students will provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (Ideas, Organization)</i>
Source: ELA Framework -The ELA Frameworks are curricular tools and resources developed by Oklahoma teachers that may be helpful to educators as they evaluate, select, and implement instruction, curriculum and local-level classroom assessments aligned to standards.		



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