OKLAHOMA ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS

OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Table of Contents:

Oklahoma Academic Standards for English Language Arts: Support for Standard Implementation

The 44* Phonemes of the English Language

Phoneme	Graphemes**	Examples	Phoneme	Graphemes**	Examples
Consonant Sounds:					
1 /b/	b, bb	big, ru**bb**er	14 /t/	t,tt,ed	**t**op,le**tt**er,stopp**ed**
2 /d/	d,dd,ed	**d**og, a**dd**, fill**ed**	15 /v/	v,ve	**v**et, gi**ve**
3 /f/	f,ph	**f**ish, **ph**one	16 /w/	w	**w**et, **w**in, s**w**im
4 /g/	g,gg	**g**o,e**gg**	17 /y/	y,i	**y**es, on**i**on
5 /h/	h	**h**ot	18 /z/	z,zz,ze,s,se,x	**z**ip, fi**zz**, snee**ze**, la**s**er,i**s**,wa**s**,plea**se**,**x**ylophone
6 /j/	j,g,ge,dge	**j**et,ca**g**e,bar**ge**,ju**dge**	**Consonant Digraphs:**		
7 /k/	c,k,ck,ch,cc,que	**c**at,**k**itten,du**ck**,s**ch**ool,o**cc**ur, anti**que**	19 /th/ (not voiced)	th	**th**umb, **th**in, thing
8 /l/	l.ll	**l**eg, be**ll**	20 /th/ (voiced)	th	**th**is, fea**th**er, **th**en
9 /m/	m,mm, mb	**m**ad, ha**mm**er, la**mb**	21 /ng/	ng,n	si**ng**, mo**n**key, si**n**k
10 /n/	n,nn,kn,gn	**n**o,di**nn**er,**kn**ee, **gn**ome	22 /sh/	sh,ss,ch,ti,ci	**sh**ip, mi**ss**ion, **ch**ef, mo**ti**on, spe**ci**al
11 /p/	p,pp	**p**ie, a**pp**le	23 /ch/	ch,tch	chip, ma**tch**
12 /r/	r,rr,wr	**r**un, ma**rr**y, **wr**ite	24 /zh/	ge,s	gara**ge**, mea**s**ure, divi**s**ion
13 /s/	s,se,ss,c,ce,sc	**s**un,mou**se**,dre**ss**,**c**ity,i**ce**, **sc**ience	25 /wh/ (with breath)	wh	**wh**at, **wh**en, **wh**ere, **wh**y

The 44* Phonemes of the English Language

Phoneme	Graphemes**	Examples	Phoneme	Graphemes**	Examples
Short Vowel Sounds:			**Vowel Diphthongs:**		
26 /a/	a, au	hat, laugh	38 /ow/	ow, ou, ou_e	cow, out, mouse, house
27 /e/	e, ea	bed, bread	39 /oy/	oi, oy	coin, toy
28 /i/	i	if	**Vowel Sounds Influenced by r:**		
29 /o/	o, a, au, aw, ough	hot, want, haul, draw, bought	40 /a(r)/	ar	car
30 /u/	u, o	up, ton	41 /ā(r)/	air, ear, are	air, chair, fair, hair, bear, care
Long Vowel Sounds:			42 /i(r)/	irr, ere, eer	mirror, here, cheer
31 /ā/	a, a_e, ay, ai, ey, ei	bacon, late, day, train, they, eight, vein	43 /o(r)/	or, ore, oor	for, core, door
32 /ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby	44 /u(r)/	ur, ir, er, ear, or, ar	burn, first, fern, heard, work, dollar
33 /ī/	i, i_e, igh, y, ie	find, ride, light, fly, pie			
34 /ō/	o, o_e, oa, ou, ow	no, note, boat, soul, row			
35 /ū/	u, u_e, ew	human, use, few, chew			
Other Vowel Sounds:					
36 /oo/	oo,u,oul	book, put, could			
37 /ōō/	oo,u,u_e	moon, truth, rule			

Phoneme (speech sound)

Grapheme (letters or groups of letters representing the most common spellings for the individual phonemes

* The number of phonemes is different in some linguistics textbooks; this is evidence of the difficulty of classifying (Moats, 1998).

** This list does not include all possible graphemes for a given phoneme.

Source: Orchestrating Success in Reading by Dawn Reithaug (2002)

Genre Guidance

The following provides a broad index of appropriate genres. This index does not include all genres or subgenres that students are expected to read. The genres align with expectations of the Standard 3 Critical Reading and Writing: Reading Strand - *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.*

By end of **third grade,** students will have read grade-level appropriate texts in following:	By end of **fifth grade,** students will have read grade-level appropriate texts in following:	By end of **eighth grade,** students will have read grade-level appropriate texts in following:	By end of **English IV,** students will have read grade-level appropriate texts in following:
informational text	informational text	informational text	informational text
fiction	fiction	fiction	fiction
nonfiction	nonfiction	nonfiction	nonfiction
poetry	poetry	poetry	poetry
drama	drama	drama	drama
nursery rhyme	fable	fable	*Plus increasingly complex application of previous grades*
fable	legend	legend	
folk, fairy, and tall tale	fairy tale	fairy tale	
autobiography and biography	myth	myth	
	autobiography and biography	autobiography and biography	
	Plus increasingly complex application of previous grades	*Plus increasingly complex application of previous grades*	

Text Complexity Bands

In order to determine the complexity of a text, it is essential to consider three inter-related aspects: quantitative measures, qualitative measures, and reader-task considerations, (Fisher, Frey and Lapp, 2012).

Quantitative measures

Readability ranges (e.g. ATOS, Lexile Framework, Flesch-Kincaid) are available in order to measure the difficulty of the text. These ranges are created from an evaluation of word frequency and sentence length to determine text difficulty. Word frequency and sentence length are strong predictors of how difficult a text is to comprehend.

Qualitative measures

Readability ranges (quantitative measures) are not capable of assessing the subtleties of meaning, structure, language features and knowledge demands; therefore, Oklahoma educators will evaluate these qualitative measures using their professional judgment and expertise through a research- based rubric.

Matching readers with texts and tasks

Input from parents, local classroom teachers, reading specialists, and/ or school librarians help determine the appropriateness of a text in regards to the reader's age, interests and the content of the text. Matching readers with texts and tasks are foremost in selecting appropriate texts for readers. Reader variables include motivation, knowledge, and experiences, and task variables consist of purpose and the complexity generated by the task assigned and the questions posed.
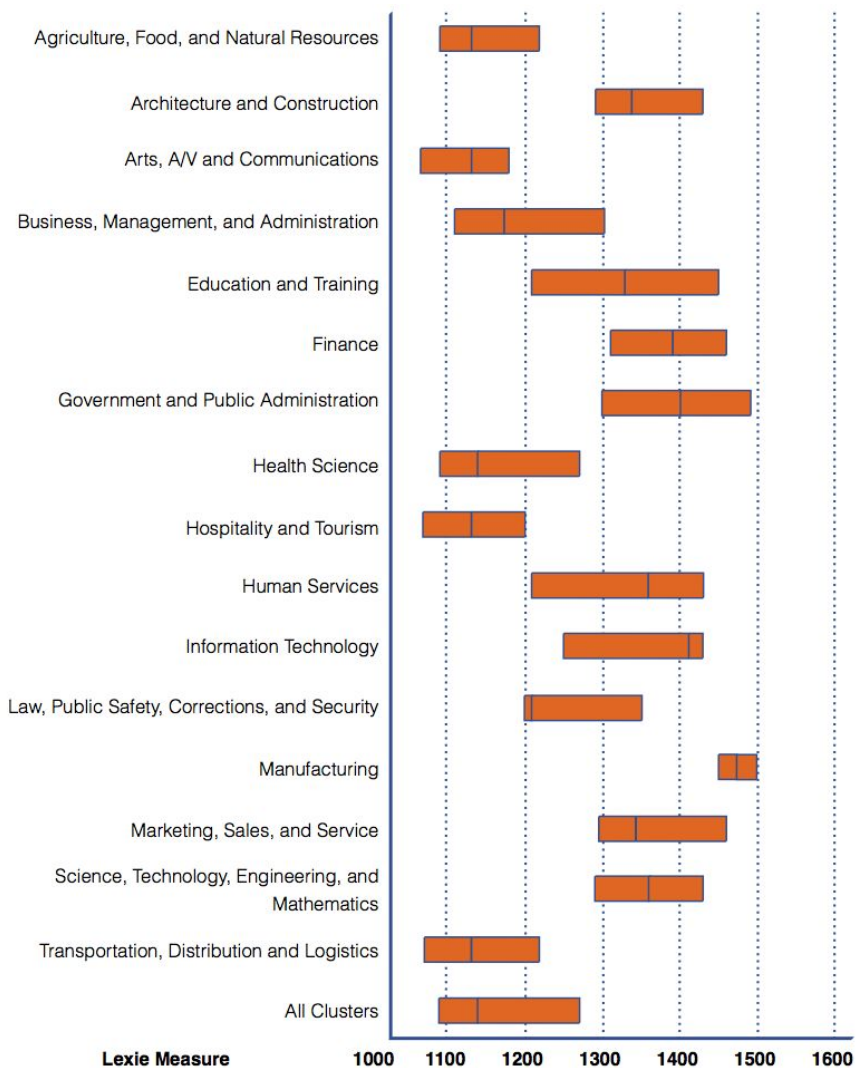
Prekindergarten through Kindergarten guidance

According to Dr. Douglas Fisher in *Text Complexity, Raising the Rigor in Reading*," text complexity is a staircase effect and the first steps on this staircase need to be carefully scaled so the youngest readers successfully acquire the fundamental of reading, which means that they are reading texts that allow for practice with decoding and fluency" (p. 37)

Measurement of Text Complexity

Quantitative Measures

Qualitative Measures

Matching Readers with Texts and Tasks
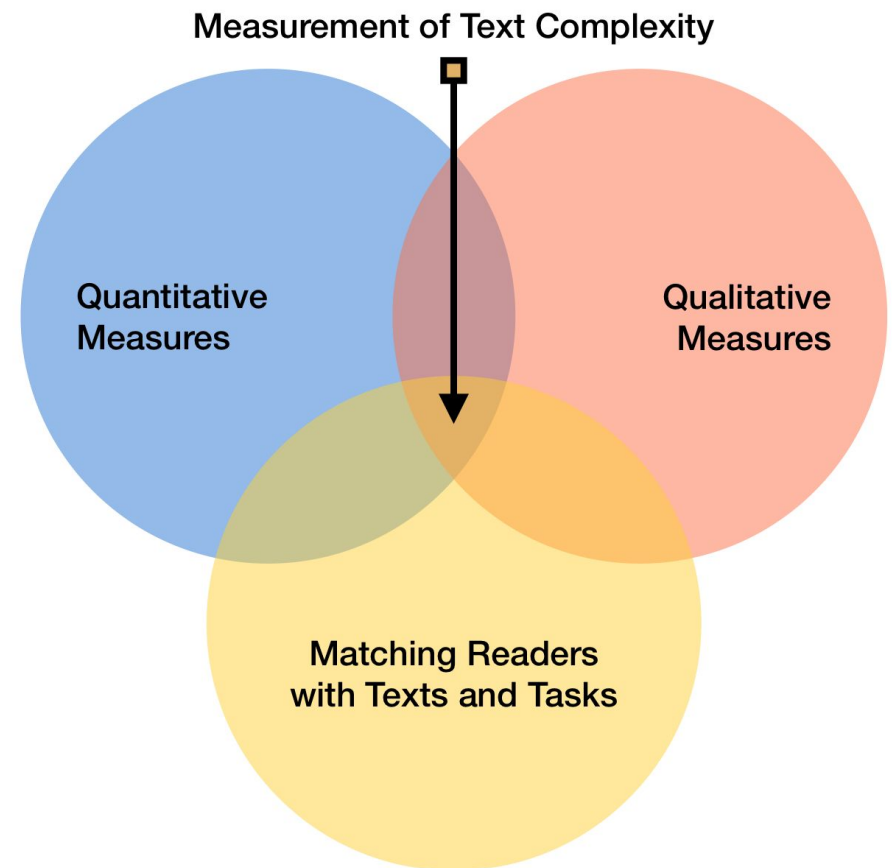
College- and Career-Readiness Reading Range

National Career Clusters® Framework
Text Complexity for 16 Career Clusters

Career clusters (top to bottom):
Agriculture, Food, and Natural Resources
Architecture and Construction
Arts, A/V and Communications
Business, Management, and Administration
Education and Training
Finance
Government and Public Administration
Health Science
Hospitality and Tourism
Human Services
Information Technology
Law, Public Safety, Corrections, and Security
Manufacturing
Marketing, Sales, and Service
Science, Technology, Engineering, and Mathematics
Transportation, Distribution and Logistics
All Clusters

Lexie Measure: 1000 1100 1200 1300 1400 1500 1600

Minimum reading range required for careers.

Typical Lexile Reader Measures, by Grade
lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart

Grade	Lexie Reader Measures, Mid-Year 25th Percentile to 75th percentile (IQR)
1	Up to 300L
2	140L to 500L
3	330L 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

If students read in the mid range and continue to progress through the grades, they should be effectively prepared for postsecondary education or the workforce.

Grammar Companion

Eight Parts of Speech

Noun - a word that names a person, place, thing, or idea.

- **Proper Noun -** the specific name of a particular person, place, or thing. These will always be capitalized.

    Ex: Mr. Smith, Riverdale Elementary, American

- **Common noun -** refers to a general group of persons, places, things, or ideas.

    Ex: teacher, school, citizen

- **Concrete noun -** these can be sensed by your five senses; they can be seen, touched, felt, tasted, heard, or smelled.

    Ex: apple, ball, telephone

- **Abstract noun -** represents a feeling, idea, or quality. These cannot be sensed by your five senses.

    Ex: hope, love, peace, hatred

- **Collective noun -** refers to things or people as a unit.

    Ex: team, family, class

Pronoun - a word that takes the place of a noun.

- **Personal pronoun -** refers to who is speaking, being spoken to, or spoken about.

Personal Pronouns		
	Singular	**Plural**
First Person	I, me	we, us
Second Person	you	you
Third Person	he, him, she, it	they, them

- **Possessive pronoun -** a word that shows possession and defines who owns a particular object.

Possessive Pronouns		
	Singular	**Plural**
First Person	my, mine	our, ours
Second Person	your, yours	your, yours
Third Person	his, her, hers, its	their, theirs

- **Reflexive pronoun -** a word that refers back to the subject of a sentence, clause, or phrase. It is formed by adding **–self** or **–selves** to a personal pronoun.

    Ex: myself, herself, himself, itself, ourselves, themselves

- **Demonstrative pronoun - this, that, these, those.** Points out a person, place, thing, or idea.

    Ex: This is my book. Those are my shoes. These are mine.

- **Interrogative pronoun - what, which, who, whom, whose.** Used at the beginning of a question.

- **Antecedent -** the noun the pronoun replaces.

  Ex: **Joann** placed **her** coat in the closet**. Joann** is the antecedent for **her**.

Verb - a word that expresses action or state of being.

- **Action verb -** a verb that expresses physical or mental action of the subject.

  Ex: Joe **walks** to school. The team **played** a great game. She is **talking** to me.

- **Linking verb - am, is, are, was, were, be, being, been.** These words are used to link the subject to some other word in the sentence that describes, identifies, or gives more information about it.

  Ex: John **was** sick for two days. (sick describes John) | John **is** hungry. (hungry describes John)

- **Helping verb -** used with the main verb to tell what happens or what exists.

may	am	do	should	have	will
might	is	does	could	had	can
must	are	did	would	has	shall
	was				
	were				
	be				
	being				
	been (also linking)				

  Ex: We **might win** the game tomorrow. (might is the helping verb and win is the main verb)

Adjectives - a word that modifies or describes a noun or pronoun. Adjectives tell **what kind, how many, how much,** and **which one**.

- Articles- **a, an, the,** are always adjectives.

- Adjectives tell What Kind. Ex: We stayed in a **large high-rise** hotel.

- Adjectives tell How Many. Ex: I have attended **four** schools.

- Adjectives tell How Much. Ex: We have **some** books to shelve in the library.

- Adjectives tell Which One. Ex: I live in **the blue** house.

  - Demonstrative Adjectives: **this, that, these, those.** When these words are used to describe a noun, they are adjectives. When they are used in place of a noun, they are demonstrative pronouns.

    Ex: This is my book. – demonstrative pronoun taking the place of book.

    This book is mine. – demonstrative adjective describing book.

- Adjectives that Compare - these are usually formed by adding **–er, -ier, -est, -iest.** Ex: **larger** hat, **angrier** than you, **biggest** car.

- Other comparative adjectives - better, best, more, most, little, less

Adverbs - a word that modifies or describes a verb, adjective, or other adverb. Adverbs tell **when, where, how, how often, how much, to what extent.** Common adverbs end in **–ly.**

- Adverbs tell **How**.
  - Ex: The dolphin floated **gracefully** in the water.
    John finished the race **strong**.

- Adverbs tell **When**.
  - Ex: Lisa will go **first**.
    Sometimes I eat cereal for dinner.

- Adverbs tell **Where**.
  - Ex: Turn **left** at the stoplight.
    The dogs are **outside**.

Adverbs modify other Adjectives and other Adverbs by showing the degree such as **almost, entirely, early, so, frequently, extremely, occasionally, too, awfully, completely, always, very.**

Examples:

It is **very** cold here. (The adverb *very* tells about the adjective *cold*.)

I work **extremely** fast. (The adverb *extremely* tells about the adverb *fast*.)

Prepositions and Prepositional Phrases - a word or group of words linked to a noun or verb to describe direction or condition.

- One-word Prepositions - consists of one word

    Examples in sentences: The deer ran <u>across</u> the road. We stopped <u>at</u> the store <u>down</u> the street.

Common One-word Prepositions

about	at	but (meaning except)	in	out	under
above	before	by	inside	outside	underneath
across	behind	concerning	into	over	until
after	below	despite	like	past	unto
against	beneath	down	near	since	up
along	beside	during	of	through	upon
among	besides	except	off	throughout	with
around	between	for	on	toward	within
as	beyond	from	onto	to (unless a verb comes after it)	without

- Phrasal Prepositions- consist of more than one word.
    Example in a sentence: Water flowed <u>in front of</u> the rocks.

Common Phrasal Prepositions

according to	from among	in case of	in spite of	out of
along with	from between	in front of	instead of	next to
as for	in accordance with	in place of	on account of	with reference
except for	in addition to	in regard to	on top of	with regard to

Conjunction - a word that connects parts of a sentence.

- Coordinate conjunctions - **and, or, nor, for, so, but, yet -** connect equal parts of a sentence.

  Ex: I like to read **and** watch TV.

              We are going to go to a movie **and** we are going to go to dinner.

- Subordinate conjunctions - connect a dependent clause to an independent clause.

Common Subordinating Conjunctions

after	if	than	until	which
although	how	that	when	
as	since	though	where	
because	supposing	unless	whether	

- Correlative conjunctions - connect two ideas in pairs. **Neither…nor, either…or, not only…but also**

  Ex: **Not only** do I like football, **but** I **also** like baseball.

Interjection - a word or phrase that expresses emotion and often stands alone in a sentence.

  Ex: wow, yes, well, please, yuck

Parts of the Sentence

Subject
The subject, or complete subject, of a sentence is the person, place, or thing that is performing the action and any modifiers contained in the sentence.

      Ex: **The young man** built the family a the new house.

The simple subject is what or whom the sentence is about.

      Ex: The young **man** built the family a new house.

Predicate
The predicate contains the verb and words that modify the verb.

      Ex: The young man **built the family a new house.**

The simple predicate of a sentence expresses the action or being within the sentence.

      Ex: The young man **built** the family a new house.

Direct Object
The direct object receives the action of the sentence. It is usually a noun or pronoun.

      Ex: The young man built the family a new **house**.

Indirect Object
The indirect object indicates to whom or for whom the action of the sentence is being done.

      Ex: The young man built the **family** a new house.

Subject Complement
A subject complement either renames or describes the subject and is usually a noun, pronoun, or adjective. Subject complements follow a linking verb within the sentence.

      Ex: The man is a good **father**. (father is the noun complement of man.) | The man seems **kind**. (kind is the adjective complement of man.)

Phrases - groups of words that do not contain both a subject and a verb.

Prepositional Phrase - made up of a preposition and its modifiers. It can function as an adjective or adverb in a sentence.

- Adjectival prepositional phrase: The store **around the corner** is green. (around the corner describes the noun store.)
- Adverbial prepositional phrase: Sally is coloring **outside the lines**. (outside the lines describes where the coloring takes place.)

Verbal Phrases - groups of words using verbs as other parts of the sentence. Infinitive, Gerund, and Participial

- **Infinitive Phrase -** the word "to" plus a verb. Infinitive phrases can function as adjective, adverbs, or nouns

  Ex: **To dance gracefully** is my ambition. (noun as the subject of a sentence)

  Her plan **to become a millionaire** fell through when the stock market crashed. (adjective describing plan)

  John went to college **to study engineering**. (adverb describing why he went)

- **Participial Phrase -** a verb form functioning as an adjective.

  Ex: **Swimming for his life**, John made it to shore. (swimming for his life describes John)

- **Gerund Phrase -** an *–ing* verb form functioning as a noun.

  Ex: **Walking the dog** is not my favorite task. (subject)

Appositive Phrase - renames or identifies a noun or pronoun. It is set off by commas if the added information is nonessential to the meaning of the sentence.

  Ex: My teacher, **a woman with curly hair**, is very fun. (curly hair is nonessential to the teacher being fun)

  The dog with the sharp teeth **Bowser** is the one who bit me. (Bowser is essential to identifying which dog bites)

Absolute Phrase - is a modifier, or a modifier and a few other words, that attaches to a sentence or a noun, with no conjunction. It cannot contain a finite verb.

Absolute phrases usually consist of a noun and a modifier that modifies this noun, NOT another noun in the sentence.

Absolute phrases are optional in sentences, i.e., they can be removed without damaging the grammatical integrity of the sentence. Since absolute phrases are optional in the sentence, they are often set off from the sentence with commas or, less often, with dashes. We normally explain absolute phrases by saying that they modify entire sentences, rather than one word.

  Ex: **Their minds whirling from the events of the school day**, the students made their way to the parking lot.

  His head pounding, his hands shaking, the young man knelt and proposed marriage to his girlfriend.

Clauses - a group of related words that contains a subject and a verb. Independent clauses can stand alone as complete sentences. Dependent or subordinate clauses cannot stand alone and must be in the sentence with an independent clause.

Adjective Clauses - dependent clauses that describe nouns or pronouns. They begin with relative pronouns: **that, where, which, who, whose.**

Ex: The teacher **who left her papers on the desk** will be late turning in her grades.

Adverb Clauses - dependent clauses that describe verbs, adjectives, or adverbs. They begin with subordinating conjunctions.

- Subordinating conjunctions to show time: **after, before, when, while, as , whenever, since, until, as soon as, as long as, once**
- Subordinating conjunctions to show cause and effect: **because, since, now that, as, so, in order that**
- Subordinating conjunctions to show condition: **if, unless, whether, providing**
- Subordinating conjunctions to show contrast: **although, even though, though, whereas, while**

Examples

Time:	**After the family spent the day at the zoo,** they were very tired.
Cause and Effect:	The family was very tired **since they spent the day at the zoo.**
Condition:	**Unless you plan your trip to the zoo carefully,** you won't be able to see all the animals in one day.
Contrast:	The family visited the park, **although they really wanted to spend the day at the zoo.**

Noun Clauses - dependent clauses that function as the subject, object, or complement of a sentence. They begin with <u>subordinating conjunctions.</u>

how	when	who
however	whenever	whoever
if	where	whom
that	wherever	whomever
what	which	whose
whether	whichever	why
whatever		

Examples:

Whatever you want for dinner is fine with me. (subject)

John will make **whatever you want for dinner.** (direct object)

I have dinner ready for **whoever wants to eat.** (object of the preposition)

Verb Tense

The tense of a verb is determined by when the action took place. The three tenses are:

- The Past Tense

- The Present Tense

- The Future Tense

Examples of Tenses

Here are some examples of verbs in different tenses:

- I walked to work. (The verb *walked* is in the **past tense**.)

- I walk to work. (The verb *walk* is in the **present tense**.)

- I will walk to work. (The verb *will walk* is in the **future tense**.)

Verbs do not just express actions. They can also express a state of being. For example:

- I was happy. (The verb *was* is in the **past tense**.)

- I am happy. (The verb *am* is in the **present tense**.)

- I will be happy. (The verb *will be* is in the **future tense**.)

Some of the verbs in the past tense are made up of more than one word. We need these different versions of the tenses because the tenses are further categorized depending on whether the action (or state of being) they describe is in progress or completed. For example, the different versions of the verb *to laugh* are:

- **Past Tense**: laughed, was/were laughing, had laughed, had been laughing

- **Present Tense**: laugh, am/is/are laughing, has/have laughed, has/have been laughing

- **Future Tense**: will laugh, will be laughing, will have laughed, will have been laughing

The Full List of Tenses

The table below shows the full list of the tenses:

The 4 Past Tenses	Example
simple past tense	I went
past progressive tense	I was going
past perfect tense	I had gone
past perfect progressive tense	I had been going
The 4 Present Tenses	**Example**
simple present tense	I go
present progressive tense	I am going
present perfect tense	I have gone
present perfect progressive tense	I have been going
The 4 Future Tenses	**Example**
simple future tense	I will go
future progressive tense	I will be going
future perfect tense	I will have gone
future perfect progressive tense	I will have been going

Sentence Structure

1. Simple - a simple sentence contains one independent clause.

    Ex: Judy laughed.

2. Compound - a compound sentence contains two or more independent clauses joined by a conjunction.

    Ex: Judy laughed and Jimmy cried.

3. Complex - a complex sentence contains an independent clause and at least one dependent clause.

    Ex: Jimmy cried when Judy laughed.

4. Compound Complex - a compound-complex sentence contains two or more independent clauses and at least one dependent clause.

    Ex: Judy laughed and Jimmy cried when the clowns ran past their seats.

Types of Sentences

1. Declarative sentences make a statement to relay information or ideas. They are punctuated with a simple period. Formal essays or reports are composed almost entirely of declarative sentences.

    Ex: The concert begins in two hours. July 4th is Independence Day.

2. Imperative sentences issue commands or requests or they can express a desire or wish. They are punctuated with a simple period or they can be exclamations requiring an exclamation mark. It all depends on the strength of emotion you want to express. Imperative sentences can consist of a single verb or they can be more lengthy and complex.

    Ex: Watch out for oncoming traffic. Please do your homework.

3. Exclamatory sentences express strong emotion. It doesn't really matter what the emotion is, an exclamatory sentence is the type of sentence needed to express it. Exclamatory sentences always end in an exclamation mark, so it's pretty easy to spot them.

    Ex: The river is rising! I can't wait for the party!

4. Interrogative sentences are also easy to spot. That's because they always ask a question and end in a question mark.

    Ex: Is it snowing? Have you had breakfast?