



**Correlation of Oklahoma Academic Standards
for English Language Arts to i-Ready Diagnostic
Grade K**

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
K.2.PA.2 Students will distinguish rhyming and non-rhyming pairs and produce a rhyme when given a word.	Recognize rhyme. Identify and match rhyming words.*
K.2.PA.3 Students will isolate . . . final sounds in spoken words.	Isolate and identify final sounds. Isolate final sounds (phonemes) in spoken three-phoneme CVC words. (This does not include CVC words ending with /l/, /r/, or /x/.)
K.2.PA.3 Students will isolate . . . initial . . . sounds in spoken words.	Isolate and identify initial sounds. Isolate initial sounds (phonemes) in spoken three-phoneme CVC words. (This does not include CVC words ending with /l/, /r/, or /x/.)
K.2.PA.4 Students will . . . blend syllables in spoken words.	Blend syllables. Blend syllables in spoken two-syllable words.
K.2.PA.4 Students will count [and] segment . . . syllables in spoken words.	Segment syllables. Segment and/or count syllables in spoken words.
K.2.PA.5 Students will . . . segment onset and rime in one-syllable spoken words (e.g., . . . segmenting: cat = /c/ + at).	Segment onset and rime. Segment onset and rime of spoken one-syllable words.
K.2.PA.5 Students will blend . . . onset and rime in one-syllable spoken words (e.g., blending: /j/ + og = jog; . . .).	Blend onset and rime. Blend onset and rime of spoken one-syllable words.
K.2.PA.6 Students will blend phonemes to form one-syllable spoken words with 2 . . . phonemes . . .	Blend sounds in words with two phonemes. Blend sounds (phonemes) to identify spoken one-syllable words with two phonemes.
K.2.PA.6 Students will blend phonemes to form one-syllable spoken words with [3] phonemes . . .	Blend sounds in words with three phonemes. Blend sounds (phonemes) to identify spoken one-syllable words with three phonemes.
K.2.PA.7 Students will segment phonemes in one-syllable spoken words with 2-[3] phonemes . . .	Segment sounds in words with two to three phonemes. Segment spoken one-syllable words into their complete

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade K (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	sequence of individual sounds (two to three phonemes).
K.2.PWS.1 Students will name all . . . lowercase letters.	Understand organization and basic features of print. Recognize and name all lowercase letters of the alphabet.
K.2.PWS.1 Students will name all uppercase . . . letters.	Understand organization and basic features of print. Recognize and name all uppercase letters of the alphabet.
K.2.PWS.1 Students will name all uppercase and lowercase letters [, including distinguishing between frequently confused letters].	Understand organization and basic features of print. Distinguish between frequently confused letters.
K.2.PWS.3 Students will produce the sounds for short and long vowels and the most common sound for consonants.	<p>Decode regularly spelled one-syllable words with short vowels. Decode simple VC and CVC words with short <i>i</i> or short <i>o</i>.*</p> <p>Match long vowel sounds with common spellings for the five major vowels. Recognize the long vowel sound within one-syllable words.*</p> <p>Match short vowel sounds with common spellings for the five major vowels. Match short vowel sounds to letters in isolation: short <i>a</i>*</p> <p>Match short vowel sounds with common spellings for the five major vowels. Match short vowel sounds to letters in isolation: short <i>i</i>*</p> <p>Match short vowel sounds with common spellings for the five major vowels. Match short vowel sounds to letters in isolation: short <i>o</i>*</p>

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*Correlation of Oklahoma Academic Standards for
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Grade K (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Match short vowel sounds with common spellings for the five major vowels. Match short vowel sounds to letters in isolation: short <i>e</i>*</p> <p>Match short vowel sounds with common spellings for the five major vowels. Match short vowel sounds to letters in isolation: short <i>u</i>*</p> <p>Match long vowel sounds with common spellings for the five major vowels. Match long vowel sounds to individual letters in isolation: long <i>a</i>*</p> <p>Match long vowel sounds with common spellings for the five major vowels. Match long vowel sounds to individual letters in isolation: long <i>e</i>*</p> <p>Match long vowel sounds with common spellings for the five major vowels. Match long vowel sounds to individual letters in isolation: long <i>i</i>*</p> <p>Match long vowel sounds with common spellings for the five major vowels. Match long vowel sounds to individual letters in isolation: long <i>o</i>*</p> <p>Match long vowel sounds with common spellings for the five major vowels. Match long vowel sounds to individual letters in isolation: long <i>u</i>*</p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences. Match consonant sounds to letters in isolation:</p>

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*Correlation of Oklahoma Academic Standards for
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Grade K (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p><i>s, f, r, m, p, l, t*</i></p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences. Match consonant sounds to letters in isolation: <i>d, n, g, b, h, c*</i></p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences. Match consonant sounds to letters in isolation: <i>v, j, w, x, k, z, y*</i></p>
K.2.PWS.4 Students will . . . decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words [with short a] . . .	<p>Decode regularly spelled one-syllable words with short vowels. Decode simple VC and CVC words with short <i>a</i>.</p>
K.2.PWS.4 Students will . . . decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words [with short e] . . .	<p>Decode regularly spelled one-syllable words with short vowels. Decode simple VC and CVC words with short <i>u</i> or short <i>e</i>.</p>
K.2.PWS.4 Students will . . . decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words [with short o] . . .	<p>Decode regularly spelled one-syllable words with short vowels. Decode simple VC and CVC words with short <i>i</i> or short <i>o</i>.</p>
K.2.SE.2 Students will represent all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling (e.g., "kat" for cat or "fer" for fur).	<p>Encode words with short vowel sounds. Encode one-syllable words with the short vowel sounds <i>a, e, i, o, u</i>.</p>
K.2.F.3 Students will begin to develop a sight word vocabulary by . . . reading . . . words in isolation . . . with increasing automaticity.	<p>Recognize Grade K high-frequency words in isolation. Recognize high-frequency words in isolation, such as <i>be, for, he, in, is, it, on, that, the, to, was, you</i>.</p> <p>Recognize Grade K high-frequency words in isolation. Recognize high-frequency words in isolation, such as <i>and, are, as, at, had, have, his, not, of, they, this, with</i>.</p>

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*Correlation of Oklahoma Academic Standards for
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Grade K (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Recognize Grade K high-frequency words in isolation. Recognize high-frequency words in isolation, such as <i>about, all, an, but, by, can, from, her, one, or, she, their, there, we, were, what, when.</i></p>
<p>K.2.F.3 Students will begin to develop a sight word vocabulary by . . . reading regularly- and irregularly-spelled words in isolation . . . with increasing automaticity.</p>	<p>Recognize Grade K high-frequency words among other words. Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>be, for, he, in, is, it, on, that, the, to, was, you.</i></p> <p>Recognize Grade K high-frequency words among other words. Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>and, are, as, at, had, have, his, not, of, they, this, with.</i></p> <p>Recognize Grade K high-frequency words among other words. Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>about, all, an, but, by, can, from, her, one, or, she, their, there, we, were, what, when.</i></p>
<p>K.2.F.3 Students will begin to develop a sight word vocabulary by decoding and reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.</p>	<p>Spell Grade K high-frequency words. Spell high-frequency words, including common irregularly spelled words, such as <i>be, for, he, in, is, it, on, that, the, to, was, you.*</i></p> <p>Spell Grade K high-frequency words. Spell high-frequency words, including common irregularly spelled words, such as <i>and, are, as, at, had, have, his, not, of, they, this, with.*</i></p>

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*Correlation of Oklahoma Academic Standards for
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Grade K (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>K.2.R.1 Students will identify the . . . main idea with a supporting detail of a text with prompting.</p>	<p>Answer questions about key ideas and details in literary text. With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary text read aloud.</p> <p>Answer questions about key ideas and details in informational text. With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in informational text read aloud.</p>
<p>K.2.R.1 Students will identify the topic or main idea . . . of a text with prompting.</p>	<p>Identify main idea in informational text. With support, identify the main idea or topic of informational text read aloud.</p>
<p>K.2.R.1 Students will identify the topic or main idea with a supporting detail of a text with prompting.</p>	<p>Sequence events in literary text. With support, sequence pictures of two events or identify the beginning, middle, or end of literary text read aloud.*</p> <p>Identify plot elements in literary text. With support, identify the major events, the problem, and the resolution in literary text read aloud.*</p> <p>Compare and contrast within a literary text. With support, compare or contrast characters (people, animals) or events within a literary text read aloud.*</p> <p>Make inferences in literary text. With support, draw conclusions or make inferences in read-aloud literary text or in pictures.*</p> <p>Identify cause-and-effect relationships in literary text. With support, identify</p>

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Grade K (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>examples of cause and effect, using pictures or words in literary text read aloud.*</p> <p>Compare and contrast within an informational text. With support, compare or contrast individuals, ideas, events, or facts within an informational text read aloud.*</p> <p>Sequence events in informational text. With support, sequence three steps in a process or sequence pictures of two events in informational text read aloud.*</p> <p>Make inferences in informational text. With support, draw conclusions or make inferences in read-aloud informational text or in pictures.*</p> <p>Identify cause-and-effect relationships in informational text. With support, identify examples of cause and effect, using pictures or words in informational text read aloud.*</p> <p>Retell literary text. With support, retell stories read aloud.*</p> <p>Retell informational text. With support, retell key details of informational text read aloud.*</p>
K.2.R.2 Students will discriminate between fiction . . . text with prompting.	Recognize types of literary text. With support, recognize common types of literary text.
K.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story with prompting.	Sequence events in literary text. With support, sequence pictures of two events or identify the beginning, middle, or end of literary text read aloud.

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Grade K (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Retell literary text. With support, retell stories read aloud.*
K.2.R.4 Students will begin to retell . . . details from an informational text.	Retell informational text. With support, retell key details of informational text read aloud.
K.2.R.4 Students will begin to retell facts and details from an informational text.	Identify main idea in informational text. With support, identify the main idea or topic of informational text read aloud.*
K.3.R.2 Students will . . . answer basic questions . . . about texts . . . with prompting.	Make inferences in literary text. With support, draw conclusions or make inferences in read-aloud literary text or in pictures. Make inferences in informational text. With support, draw conclusions or make inferences in read-aloud informational text or in pictures.
K.3.R.2 Students will . . . answer basic questions . . . about texts, photographs, or illustrations . . . with prompting.	Answer questions about key ideas and details in literary text. With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary text read aloud. Answer questions about key ideas and details in informational text. With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in informational text read aloud.
K.3.R.2 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.	Sequence events in literary text. With support, sequence pictures of two events or identify the beginning, middle, or end of literary text read aloud.* Identify plot elements in literary text. With support, identify the major events, the

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Grade K (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>problem, and the resolution in literary text read aloud.*</p> <p>Compare and contrast within a literary text. With support, compare or contrast characters (people, animals) or events within a literary text read aloud.*</p> <p>Identify cause-and-effect relationships in literary text. With support, identify examples of cause and effect, using pictures or words in literary text read aloud.*</p> <p>Compare and contrast within an informational text. With support, compare or contrast individuals, ideas, events, or facts within an informational text read aloud.*</p> <p>Sequence events in informational text. With support, sequence three steps in a process or sequence pictures of two events in informational text read aloud.*</p> <p>Identify cause-and-effect relationships in informational text. With support, identify examples of cause and effect, using pictures or words in informational text read aloud.*</p> <p>Connect text and visuals in literary text. With support, describe the relationship between pictures and the text in which they appear (e.g., what moment in a story a picture depicts) in literary text read aloud.*</p> <p>Connect text and visuals in informational text. With support, describe the relationship between pictures and the text in which they</p>

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Grade K (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	appear (e.g., what person, place, thing, or idea a picture depicts) in informational text read aloud.*
K.3.R.3 Students will describe . . . setting in a story with prompting.	Identify settings in literary text. With support, identify the setting in literary text read aloud.
K.3.R.3 Students will describe characters . . . in a story with prompting.	Identify characters in literary text. With support, identify or describe characters in literary text read aloud.
K.4.R.1 Students will name and sort familiar objects into categories based on similarities and differences with prompting.	Understand word relationships. Recognize synonyms and antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words and shades of meaning.*
K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade K words used in literary texts, grade-appropriate content areas, and other academic contexts. Determine word meaning in literary text. With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in literary text read aloud. Determine word meaning in informational text. With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in informational text read aloud.
K.4.R.3 Students will begin to acquire new vocabulary and relate new words to prior knowledge.	Understand word relationships. Recognize synonyms and antonyms. Sort words into categories and define words by category. Demonstrate understanding

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English Language Arts to i-Ready Diagnostic (continued)*


Grade K (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>of multiple-meaning words and shades of meaning.*</p> <p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade K words used in literary texts, grade-appropriate content areas, and other academic contexts.*</p> <p>Determine word meaning in literary text. With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in literary text read aloud.*</p> <p>Determine word meaning in informational text. With support, understand the meaning of Grade K words and phrases, including academic and/or domain-specific words, in informational text read aloud.*</p>
<p>K.7.R Students will explore . . . topics in multimodal content.</p>	<p>Connect text and visuals in literary text. With support, describe the relationship between pictures and the text in which they appear (e.g., what moment in a story a picture depicts) in literary text read aloud.</p> <p>Connect text and visuals in informational text. With support, describe the relationship between pictures and the text in which they appear (e.g., what person, place, thing, or idea a picture depicts) in informational text read aloud.</p>
<p>K.7.R Students will explore ideas . . . in multimodal content.</p>	<p>Answer questions about key ideas and details in literary text. With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary text read aloud.</p>

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*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade K (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Answer questions about key ideas and details in informational text. With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in informational text read aloud.</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 1

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
1.2.PA.1 Students will . . . blend . . . syllables in spoken words.	Blend syllables. Blend syllables in spoken two-syllable words.
1.2.PA.1 Students will count [and] segment . . . syllables in spoken words.	Segment syllables. Segment and/or count syllables in spoken words.
1.2.PA.2 Students will . . . segment onset and rime in spoken words (e.g., /ch/ + at = chat).	Segment onset and rime. Segment onset and rime of spoken one-syllable words.
1.2.PA.2 Students will blend . . . onset and rime in spoken words (e.g., /ch/ + at = chat).	Blend onset and rime. Blend onset and rime of spoken one-syllable words.
1.2.PA.3 Students will isolate . . . medial [vowel] sounds in spoken words.	Isolate and identify medial sounds. Identify medial vowel sounds (phonemes) in spoken one-syllable words with three or more phonemes.
1.2.PA.4 Students will blend phonemes to form spoken words with 4-[5] phonemes, including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/ = string).	Blend sounds in words with four to five phonemes. Blend sounds (phonemes), including consonant blends, to identify spoken one-syllable words with four to five phonemes.
1.2.PA.4 Students will blend phonemes to form spoken words with [2] phonemes . . .	Blend sounds in words with two phonemes. Blend sounds (phonemes) to identify spoken one-syllable words with two phonemes.
1.2.PA.4 Students will blend phonemes to form spoken words with [3] phonemes . . .	Blend sounds in words with three phonemes. Blend sounds (phonemes) to identify spoken one-syllable words with three phonemes.
1.2.PA.5 Students will segment phonemes in spoken words with 4-[5] phonemes into individual phonemes (e.g., string = /s/ /t/ /r/ /i/ /ng/).	Segment sounds in words with four to five phonemes. Segment spoken one-syllable words into their complete sequence of individual sounds (four to five phonemes).
1.2.PA.5 Students will segment phonemes in spoken words with [2-3] phonemes into individual phonemes . . .	Segment sounds in words with two to three phonemes. Segment spoken one-syllable words into their complete

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	sequence of individual sounds (two to three phonemes).
1.2.PA.6 Students will . . . delete . . . phonemes in one-syllable spoken words . . . (e.g., . . . delete the /p/ from pin, to say in; . . .).	Delete phonemes. Delete individual sounds (phonemes) in spoken one-syllable words to make new words.
1.2.PA.6 Students will . . . substitute [final] phonemes in one-syllable spoken words . . .	Substitute final phonemes. Substitute final sounds (phonemes) in spoken one-syllable words to make new words.
1.2.PA.6 Students will . . . substitute [initial] phonemes in one-syllable spoken words . . .	Substitute initial phonemes. Substitute initial sounds (phonemes) in spoken one-syllable words to make new words.
1.2.PA.6 Students will . . . substitute [medial] phonemes in one-syllable spoken words . . . (e.g., . . . substitute the /o/ in stop with /e/ to say step).	Substitute medial phonemes. Substitute medial vowel sounds (phonemes) in spoken one-syllable words to make new words.
1.2.PA.6 Students will add . . . phonemes in one-syllable spoken words . . . (e.g., add /c/ to the beginning of at to say cat; . . .).	Add phonemes. Add individual sounds (phonemes) to spoken one-syllable words to make new words.
1.2.PA.6 Students will add, delete, and substitute phonemes in one-syllable spoken words with 3-5 phonemes (e.g., add /c/ to the beginning of at to say cat; delete the /p/ from pin, to say in; substitute the /o/ in stop with /e/ to say step).	Manipulate phonemes in consonant clusters. Add, delete, or substitute interior sounds of consonant clusters within spoken one-syllable words.*
1.2.PWS.1.a Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills: single consonants (e.g., b = /b/, f = /f/, t = /t/)	<p>Decode regularly spelled one-syllable words with initial consonant blends. Decode CCVC words beginning with <i>l</i>-blends or <i>r</i>-blends, such as <i>plug</i> or <i>drip</i>.</p> <p>Decode regularly spelled one-syllable words with final double consonants or <i>ck</i>. Decode words beginning with an initial continuous sound and ending with either a final double consonant or <i>ck</i>: VCC (<i>egg</i>) and CVCC (<i>fill, rock</i>).</p>

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*Correlation of Oklahoma Academic Standards for
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Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Decode regularly spelled one-syllable words with final consonant blends. Decode CVCC words beginning with an initial stop sound and ending with a blend, such as <i>task</i> or <i>bent</i>.</p> <p>Decode regularly spelled one-syllable words with <i>r</i>-controlled vowels. Decode words with <i>r</i>-controlled vowels (<i>ar</i>, <i>er</i>, <i>ir</i>, <i>or</i>, <i>ur</i>).</p> <p>Decode regularly spelled one-syllable words with initial consonant blends. Decode words beginning with two- or three-letter <i>s</i>-blends: CCVCC (<i>snack</i>), CCCVC (<i>sprig</i>), and CCCVCC (<i>stress</i>).*</p>
<p>1.2.PWS.1.b Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills: short vowel sounds (i.e., #, #, #, #, #, #)</p>	<p>Decode regularly spelled one-syllable words with initial consonant blends. Decode CCVC words beginning with <i>l</i>-blends or <i>r</i>-blends, such as <i>plug</i> or <i>drip</i>.</p> <p>Decode regularly spelled one-syllable words with initial consonant blends. Decode words beginning with two- or three-letter <i>s</i>-blends: CCVCC (<i>snack</i>), CCCVC (<i>sprig</i>), and CCCVCC (<i>stress</i>).</p> <p>Decode regularly spelled one-syllable words with final consonant blends. Decode CVCC words beginning with an initial stop sound and ending with a blend, such as <i>task</i> or <i>bent</i>.</p>
<p>1.2.PWS.1.c Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills: consonant blends (e.g., bl, br, cr)</p>	<p>Decode regularly spelled one-syllable words with initial consonant blends. Decode CCVC words beginning with <i>l</i>-blends or <i>r</i>-blends, such as <i>plug</i> or <i>drip</i>.</p>

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*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Decode regularly spelled one-syllable words with initial consonant blends. Decode words beginning with two- or three-letter <i>s</i>-blends: CCVCC (<i>snack</i>), CCCVC (<i>sprig</i>), and CCCVCC (<i>stress</i>).</p> <p>Decode regularly spelled one-syllable words with final consonant blends. Decode CVCC words beginning with an initial stop sound and ending with a blend, such as <i>task</i> or <i>bent</i>.</p>
<p>1.2.PWS.1.d Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills: consonant digraphs . . . (e.g., sh . . .)</p>	<p>Decode regularly spelled one-syllable words with final double consonants or <i>ck</i>. Decode words beginning with an initial continuous sound and ending with either a final double consonant or <i>ck</i>: VCC (<i>egg</i>) and CVCC (<i>fill, rock</i>).</p>
<p>1.2.PWS.1.d Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills: consonant digraphs and trigraphs (e.g., sh, tch)</p>	<p>Demonstrate basic knowledge of sound-spelling correspondences for common consonant digraphs in isolation. Match spoken and written sounds of consonant digraphs (<i>th, sh, ch, wh, ck</i>) to letters in isolation.*</p> <p>Demonstrate basic knowledge of sound-spelling correspondences for common initial consonant digraphs. Match spoken and written consonant digraphs (<i>th, sh, ch, wh</i>) at the beginning of a word.*</p> <p>Demonstrate basic knowledge of sound-spelling correspondences for common final consonant digraphs. Match spoken and written consonant digraphs (<i>th, sh, ch, ck, ng</i>) at the end of a word.*</p>

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*Correlation of Oklahoma Academic Standards for
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Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>1.2.PWS.1.e Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills: vowel-consonant-silent e (e.g., lake)</p>	<p>Decode regularly spelled one-syllable words with final -e. Decode words with final -e conventions.</p> <p>Demonstrate basic knowledge of final -e conventions. Identify the long vowel sound within one-syllable CVCe words.*</p>
<p>1.2.PWS.1.f Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills: r-controlled vowels (i.e., ar, er, ir, or, ur)</p>	<p>Decode regularly spelled one-syllable words with r-controlled vowels. Decode words with r-controlled vowels (<i>ar, er, ir, or, ur</i>).</p>
<p>1.2.PWS.1.g Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills: vowel digraphs (e.g., ea, oa, ee)</p>	<p>Decode regularly spelled one-syllable words with common long-vowel teams. Decode words with long-vowel digraphs and other long-vowel teams: <i>ai, ay, ee, ea, oa; igh, ow (grow)</i>.*</p>
<p>1.2.PWS.2.a Students will decode words by applying knowledge of syllable types in one-syllable words: closed</p>	<p>Decode regularly spelled one-syllable words with initial consonant blends. Decode CCVC words beginning with l-blends or r-blends, such as <i>plug</i> or <i>drip</i>.*</p> <p>Decode regularly spelled one-syllable words with initial consonant blends. Decode words beginning with two- or three-letter s-blends: CCVCC (<i>snack</i>), CCCVC (<i>sprig</i>), and CCCVCC (<i>stress</i>).*</p> <p>Decode regularly spelled one-syllable words with final double consonants or ck. Decode words beginning with an initial continuous sound and ending with either a final double consonant or <i>ck</i>: VCC (<i>egg</i>) and CVCC (<i>fill, rock</i>).*</p> <p>Decode regularly spelled one-syllable words with final consonant blends.</p>

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Decode CVCC words beginning with an initial stop sound and ending with a blend, such as <i>task</i> or <i>bent</i> .*
1.2.PWS.3.b Students will decode words by applying knowledge of structural analysis: inflectional endings (e.g., -s, -ed, -ing)	<p>Decode words with inflectional endings and no spelling changes. Decode words with common inflectional endings, such as -s, -es, -ed, -ing, that don't include spelling changes.*</p> <p>Encode words with inflectional endings. Encode words with common inflectional endings: -s, -es, -ed, -ing, -er, -est.*</p>
1.2.SE.1.a Students will use correct spelling when writing the following sounds in words: consonants	<p>Encode words with final consonant blends. Encode one-syllable words ending with consonant blends.</p> <p>Encode words with consonant digraphs. Encode consonant digraphs of a unique sound in isolation and in one-syllable words: <i>th, sh, ch, wh, tch</i>.</p> <p>Encode vowel sounds in words with final e. Encode long vowel sounds within one-syllable CVCe words.</p> <p>Encode words with vowel teams. Encode vowel sounds formed by vowel teams or other irregular spellings within one-syllable words.</p> <p>Encode words with r-controlled vowel sounds. Encode the <i>r</i>-controlled vowel sounds /ar/ spelled <i>ar</i>, /or/ spelled <i>or</i>, and /#r/ spelled <i>er, ir, ur</i>.</p>

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Encode two-syllable words. Encode two-syllable words with regular syllabication patterns.</p> <p>Encode words with inflectional endings. Encode words with common inflectional endings: <i>-s, -es, -ed, -ing, -er, -est</i>.</p>
<p>1.2.SE.1.b Students will use correct spelling when writing the following sounds in words: short vowels</p>	<p>Encode words with short vowel sounds. Encode one-syllable words with the short vowel sounds <i>a, e, i, o, u</i>.</p>
<p>1.2.SE.1.c Students will use correct spelling when writing the following sounds in words: digraphs</p>	<p>Encode words with consonant digraphs. Encode consonant digraphs of a unique sound in isolation and in one-syllable words: <i>th, sh, ch, wh, tch</i>.</p> <p>Encode words with vowel teams. Encode vowel sounds formed by vowel teams or other irregular spellings within one-syllable words.</p>
<p>1.2.SE.1.d Students will use correct spelling when writing the following sounds in words: consonant blends</p>	<p>Encode words with final consonant blends. Encode one-syllable words ending with consonant blends.</p>
<p>1.2.SE.1.e Students will use correct spelling when writing the following sounds in words: vowel-consonant-silent e</p>	<p>Encode vowel sounds in words with final e. Encode long vowel sounds within one-syllable CVCe words.</p>
<p>1.2.SE.2 Students will correctly spell high-frequency and irregularly-spelled words by using common letter/sound correspondences and recalling the irregular parts of words (e.g., the: th- is a common letter/sound correspondence, -e is irregular).</p>	<p>Spell Grade 1 high-frequency words. Spell high-frequency words, including common irregularly spelled words, such as <i>about, all, an, but, by, can, from, her, one, or, she, their, there, we, were, what, when</i>.</p> <p>Spell Grade 1 high-frequency words. Spell high-frequency words, including common irregularly spelled words, such as <i>been, big, do, if, into, like, man, many, more, no, other, out, people, said, so, some,</i></p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p><i>take, them, then, these, time, up, which, who, will, would, your.</i></p> <p>Spell Grade 1 high-frequency words. Spell high-frequency words, including common irregularly spelled words, such as <i>also, could, first, has, him, how, its, made, make, may, most, my, new, only, over, see, than, two, very, want, way.</i></p>
<p>1.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words . . . with increasing automaticity.</p>	<p>Recognize Grade 1 high-frequency words among other words. Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>been, big, do, if, into, like, man, many, more, no, other, out, people, said, so, some, take, them, then, these, time, up, which, who, will, would, your.</i></p> <p>Recognize Grade 1 high-frequency words among other words. Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>also, could, first, has, him, how, its, made, make, may, most, my, new, only, over, see, than, two, very, want, way.</i></p> <p>Recognize Grade 1 high-frequency words among other words. Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>after, back, because, called, did, down, each, even, get, just, know, little, much, must, now, our, such, through, water, where.</i></p>
<p>1.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation . . . with increasing automaticity.</p>	<p>Recognize Grade 1 high-frequency words in isolation. Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>been,</i></p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p><i>big, do, if, into, like, man, many, more, no, other, out, people, said, so, some, take, them, then, these, time, up, which, who, will, would, your.</i></p> <p>Recognize Grade 1 high-frequency words in isolation. Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>also, could, first, has, him, how, its, made, make, may, most, my, new, only, over, see, than, two, very, want, way.</i></p> <p>Recognize Grade 1 high-frequency words in isolation. Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>after, back, because, called, did, down, each, even, get, just, know, little, much, must, now, our, such, through, water, where.</i></p>
1.2.R.1 Students will identify the . . . main idea . . . of a text.	Determine the message or lesson in literary text. Determine the central message or lesson in Grade 1 literary text.
1.2.R.1 Students will identify the topic or main idea . . . of a text.	Identify main idea in informational text. Identify the main idea or topic in Grade 1 informational text.
1.2.R.1 Students will identify the topic or main idea with some supporting details of a text.	<p>Answer questions about key ideas and details in literary text. Demonstrate understanding of key ideas and details explicitly stated in Grade 1 literary text.</p> <p>Answer questions about key ideas and details in informational text. Demonstrate understanding of key ideas and details explicitly stated in Grade 1 informational text.</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Compare and contrast within a literary text. Compare or contrast key details about characters and/or events within a Grade 1 literary text.*</p> <p>Describe plot elements in literary text. Identify or describe the major events, the problem, and the resolution in Grade 1 literary text, using key details.*</p> <p>Describe characters in literary text. Identify or describe characters and the reasons for their actions, using key details in Grade 1 literary text.*</p> <p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 1 literary text.*</p> <p>Identify cause-and-effect relationships in literary text. Identify cause-and-effect relationships in Grade 1 literary text.*</p> <p>Identify sequence of events in literary text. Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.*</p> <p>Retell literary text. Retell what happens at the beginning, middle, or end in Grade 1 literary text.*</p> <p>Compare and contrast within an informational text. Compare or contrast key details about people and/or events within a Grade 1 informational text.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 1 informational text.*</p> <p>Identify cause-and-effect relationships in informational text. Identify cause-and-effect relationships in Grade 1 informational text.*</p> <p>Identify sequence of events in informational text. Identify the sequence of events (beginning, middle, end) in Grade 1 informational text.*</p> <p>Retell informational text. Retell the most important ideas and details in Grade 1 informational text.*</p>
1.2.R.2 Students will discriminate between fiction . . . genres.	<p>Recognize types of literary text. With support, recognize common types of literary text.</p>
1.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story.	<p>Retell literary text. Retell what happens at the beginning, middle, or end in Grade 1 literary text.</p> <p>Identify sequence of events in literary text. Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.</p>
1.2.R.4 Students will retell facts and details from an informational text.	<p>Retell informational text. Retell the most important ideas and details in Grade 1 informational text.</p> <p>Identify main idea in informational text. Identify the main idea or topic in Grade 1 informational text.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>1.3.R.2 Students will describe who is telling a story with prompting.</p>	<p>Identify point of view in literary text. Identify who is telling the story in Grade 1 literary text.</p>
<p>1.3.R.3.a Students will find textual evidence when provided with examples of literary elements: setting (i.e., time and place)</p>	<p>Describe settings in literary text. Identify or describe the setting, using key details in Grade 1 literary text.</p> <p>Connect text and visuals in literary text. Use details from illustrations and from text to describe the characters, setting, or events in Grade 1 literary text.*</p>
<p>1.3.R.3.b Students will find textual evidence when provided with examples of literary elements: main characters and their traits</p>	<p>Describe characters in literary text. Identify or describe characters and the reasons for their actions, using key details in Grade 1 literary text.</p> <p>Connect text and visuals in literary text. Use details from illustrations and from text to describe the characters, setting, or events in Grade 1 literary text.*</p>
<p>1.3.R.4 Students will . . . answer basic questions . . . about texts.</p>	<p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 1 literary text.</p> <p>Answer questions about key ideas and details in literary text. Demonstrate understanding of key ideas and details explicitly stated in Grade 1 literary text.</p> <p>Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 1 informational text.</p> <p>Answer questions about key ideas and details in informational text. Demonstrate understanding of key ideas and details</p>

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	explicitly stated in Grade 1 informational text.
<p>1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.</p>	<p>Compare and contrast within a literary text. Compare or contrast key details about characters and/or events within a Grade 1 literary text.*</p> <p>Describe plot elements in literary text. Identify or describe the major events, the problem, and the resolution in Grade 1 literary text, using key details.*</p> <p>Describe characters in literary text. Identify or describe characters and the reasons for their actions, using key details in Grade 1 literary text.*</p> <p>Identify cause-and-effect relationships in literary text. Identify cause-and-effect relationships in Grade 1 literary text.*</p> <p>Identify sequence of events in literary text. Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.*</p> <p>Compare and contrast within an informational text. Compare or contrast key details about people and/or events within a Grade 1 informational text.*</p> <p>Identify cause-and-effect relationships in informational text. Identify cause-and-effect relationships in Grade 1 informational text.*</p> <p>Identify sequence of events in informational text. Identify the sequence</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	of events (beginning, middle, end) in Grade 1 informational text.*
1.3.R.5 Students will begin to use details from a text to draw conclusions . . .	<p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 1 literary text.</p> <p>Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 1 informational text.</p>
1.3.R.5 Students will begin to use details from a text to draw conclusions and make predictions.	<p>Compare and contrast within a literary text. Compare or contrast key details about characters and/or events within a Grade 1 literary text.*</p> <p>Describe plot elements in literary text. Identify or describe the major events, the problem, and the resolution in Grade 1 literary text, using key details.*</p> <p>Describe characters in literary text. Identify or describe characters and the reasons for their actions, using key details in Grade 1 literary text.*</p> <p>Identify cause-and-effect relationships in literary text. Identify cause-and-effect relationships in Grade 1 literary text.*</p> <p>Identify sequence of events in literary text. Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.*</p> <p>Answer questions about key ideas and details in literary text. Demonstrate</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>understanding of key ideas and details explicitly stated in Grade 1 literary text.*</p> <p>Compare and contrast within an informational text. Compare or contrast key details about people and/or events within a Grade 1 informational text.*</p> <p>Identify cause-and-effect relationships in informational text. Identify cause-and-effect relationships in Grade 1 informational text.*</p> <p>Identify sequence of events in informational text. Identify the sequence of events (beginning, middle, end) in Grade 1 informational text.*</p> <p>Answer questions about key ideas and details in informational text. Demonstrate understanding of key ideas and details explicitly stated in Grade 1 informational text.*</p>
<p>1.3.R.6 Students will begin to locate facts . . . in a text.</p>	<p>Use text features in informational text. Use headings, tables of contents, glossaries, or other text features to locate key facts or information in Grade 1 informational text.</p>
<p>1.3.R.6 Students will begin to locate facts that are clearly stated in a text.</p>	<p>Answer questions about key ideas and details in literary text. Demonstrate understanding of key ideas and details explicitly stated in Grade 1 literary text.</p> <p>Answer questions about key ideas and details in informational text. Demonstrate understanding of key ideas and details explicitly stated in Grade 1 informational text.</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Compare and contrast within a literary text. Compare or contrast key details about characters and/or events within a Grade 1 literary text.*</p> <p>Describe plot elements in literary text. Identify or describe the major events, the problem, and the resolution in Grade 1 literary text, using key details.*</p> <p>Describe characters in literary text. Identify or describe characters and the reasons for their actions, using key details in Grade 1 literary text.*</p> <p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 1 literary text.*</p> <p>Identify cause-and-effect relationships in literary text. Identify cause-and-effect relationships in Grade 1 literary text.*</p> <p>Identify sequence of events in literary text. Identify the sequence of events (beginning, middle, end) in Grade 1 literary text.*</p> <p>Compare and contrast within an informational text. Compare or contrast key details about people and/or events within a Grade 1 informational text.*</p> <p>Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 1 informational text.*</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Identify cause-and-effect relationships in informational text. Identify cause-and-effect relationships in Grade 1 informational text.*</p> <p>Identify sequence of events in informational text. Identify the sequence of events (beginning, middle, end) in Grade 1 informational text.*</p>
<p>1.4.R.1 Students will begin to determine relationships among words, including synonyms and antonyms.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.*</p>
<p>1.4.R.2 Students will use context clues to determine the meaning of words with prompting.</p>	<p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.</p> <p>Understand word relationships. Recognize synonyms and antonyms. Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.*</p> <p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 1 literary text that suggest feelings or appeal to the senses.*</p> <p>Determine word meaning in informational text. Understand the</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 1 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	meaning of words and phrases in Grade 1 informational text, including academic and/or domain-specific words.*
1.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting.	Use prefixes, suffixes, and base words. Understand and use meaningful word parts, including prefixes (such as, but not limited to, <i>un-</i> , <i>re-</i>); suffixes (such as, but not limited to, <i>-er</i> , <i>-est</i> , <i>-ily</i> , <i>-ly</i> , <i>-y</i>); inflectional endings (including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i>); and base words. Identify compound words.*
1.4.R.4 Students will begin to use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.	Use text features in informational text. Use headings, tables of contents, glossaries, or other text features to locate key facts or information in Grade 1 informational text.*
1.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	Understand word relationships. Recognize synonyms and antonyms. Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.* Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
1.7.R Students will explain how . . . topics are depicted in multimodal content.	Connect text and visuals in literary text. Use details from illustrations and from text to describe the characters, setting, or events in Grade 1 literary text.
1.7.R Students will explain how ideas . . . are depicted in multimodal content.	Connect text and visuals in informational text. Use details from illustrations and from text to describe the key ideas in Grade 1 informational text.

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 2

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
2.2.PA Students will . . . delete . . . phonemes in spoken words . . .	Delete phonemes. Delete individual sounds (phonemes) in spoken one-syllable words to make new words.
2.2.PA Students will add, delete, and substitute phonemes [interior sounds of consonant clusters] in spoken words . . .	Manipulate phonemes in consonant clusters. Add, delete, or substitute interior sounds of consonant clusters within spoken one-syllable words.
2.2.PWS.1.a Students will . . . [use] their knowledge of the following phonics skills: single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat])	Demonstrate basic knowledge of one-to-one letter-sound correspondences. Match consonant sounds to letters: soft <i>c</i> , soft <i>g</i> .
2.2.PWS.1.a Students will decode . . . two-syllable words by using their knowledge of the following phonics skills: single consonants . . .	Decode two-syllable words with long vowels. Decode regularly spelled two-syllable words with long vowels: open syllables, vowel team syllables, CVCCe syllables. Decode two-syllable words with short vowels. Decode two-syllable short vowel words following VC/CV, VCCCV, or VC/V patterns.
2.2.PWS.1.a Students will decode one- . . . syllable words by using their knowledge of the following phonics skills: single consonants . . .	Decode regularly spelled one-syllable words with final double consonants or <i>ck</i>. Decode words beginning with an initial continuous sound and ending with either a final double consonant or <i>ck</i> : VCC (<i>egg</i>) and CVCC (<i>fill, rock</i>). Decode regularly spelled one-syllable words with final consonant blends. Decode CVCC words beginning with an initial stop sound and ending with a blend, such as <i>task</i> or <i>bent</i> . Decode regularly spelled one-syllable words with <i>r</i>-controlled vowels. Decode

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	words with <i>r</i> -controlled vowels (<i>ar, er, ir, or, ur</i>).
2.2.PWS.1.b Students will decode one- . . . syllable words by using their knowledge of the following phonics skills: consonant blends (e.g., <i>bl, br, cr, spr, spl</i>)	<p>Decode regularly spelled one-syllable words with initial consonant blends. Decode CCVC words beginning with <i>l</i>-blends or <i>r</i>-blends, such as <i>plug</i> or <i>drip</i>.</p> <p>Decode regularly spelled one-syllable words with initial consonant blends. Decode words beginning with two- or three-letter <i>s</i>-blends: CCVCC (<i>snack</i>), CCCVC (<i>sprig</i>), and CCCVCC (<i>stress</i>).</p> <p>Decode regularly spelled one-syllable words with final consonant blends. Decode CVCC words beginning with an initial stop sound and ending with a blend, such as <i>task</i> or <i>bent</i>.</p>
2.2.PWS.1.b Students will decode one- and two-syllable words by using their knowledge of the following phonics skills: consonant blends (e.g., <i>bl, br, cr, spr, spl</i>)	<p>Decode words with inconsistent sound-spelling correspondences. Decode words with inconsistent but common sound-spelling correspondences, such as <i>come</i> or <i>kind</i>.*</p>
2.2.PWS.1.c Students will decode . . . words by using their knowledge of the following phonics skills: consonant digraphs . . .	<p>Decode words with silent letters and other spellings. Decode words with two-letter, one-sound combinations, such as <i>ph, kn, wr</i>.</p>
2.2.PWS.1.c Students will decode one- . . . syllable words by using their knowledge of the following phonics skills: consonant digraphs . . .	<p>Decode regularly spelled one-syllable words with final double consonants or <i>ck</i>. Decode words beginning with an initial continuous sound and ending with either a final double consonant or <i>ck</i>: VCC (<i>egg</i>) and CVCC (<i>fill, rock</i>).</p>
2.2.PWS.1.d Students will decode one- . . . syllable words by using their knowledge of the following phonics skills: vowel-consonant-silent <i>e</i> (e.g., <i>lake</i>)	<p>Decode regularly spelled one-syllable words with final <i>-e</i>. Decode words with final <i>-e</i> conventions.</p>

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
2.2.PWS.1.d Students will decode one- and two-syllable words by using their knowledge of the following phonics skills: vowel-consonant-silent e (e.g., lake)	Decode two-syllable words with long vowels. Decode regularly spelled two-syllable words with long vowels: open syllables, vowel team syllables, CVCe syllables.*
2.2.PWS.1.e Students will decode one- . . . syllable words by using their knowledge of the following phonics skills: r-controlled vowels (i.e., ar, er, ir or, ur)	Decode regularly spelled one-syllable words with r-controlled vowels. Decode words with r-controlled vowels (<i>ar, er, ir, or, ur</i>).
2.2.PWS.1.f Students will decode one- and two-syllable words by using their knowledge of the following phonics skills: vowel digraphs (e.g., ea, oa, ee)	<p>Decode two-syllable words with long vowels. Decode regularly spelled two-syllable words with long vowels: open syllables, vowel team syllables, CVCe syllables.*</p> <p>Decode regular spelled one- and two-syllable words with common vowel teams. Decode words with digraphs, diphthongs, and other vowel teams: <i>oo</i> (<i>moon</i>), <i>oo</i> (<i>foot</i>), <i>ie</i> (<i>piece</i>); <i>ou</i> (<i>out</i>), <i>ow</i> (<i>cow</i>), <i>oy</i> (<i>boy</i>), <i>oi</i> (<i>oil</i>); <i>ew</i> (<i>blew</i>), <i>ew</i> (<i>few</i>), <i>aw</i> (<i>law</i>), <i>au</i> (<i>author</i>), <i>ou</i> (<i>young</i>).*</p>
2.2.PWS.1.g Students will decode one- and two-syllable words by using their knowledge of the following phonics skills: vowel diphthongs (i.e., vowel combinations having two vowel sounds [e.g., oi as in boil, oy as in boy])	<p>Decode regular spelled one- and two-syllable words with common vowel teams. Decode words with digraphs, diphthongs, and other vowel teams: <i>oo</i> (<i>moon</i>), <i>oo</i> (<i>foot</i>), <i>ie</i> (<i>piece</i>); <i>ou</i> (<i>out</i>), <i>ow</i> (<i>cow</i>), <i>oy</i> (<i>boy</i>), <i>oi</i> (<i>oil</i>); <i>ew</i> (<i>blew</i>), <i>ew</i> (<i>few</i>), <i>aw</i> (<i>law</i>), <i>au</i> (<i>author</i>), <i>ou</i> (<i>young</i>).*</p> <p>Decode two-syllable words with long vowels. Decode regularly spelled two-syllable words with long vowels: open syllables, vowel team syllables, CVCe syllables.*</p>
2.2.PWS.1.i Students will decode . . . words by using their knowledge of the following	Decode words with silent letters and other spellings. Decode words with two-

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
phonics skills: silent letter combinations (knew, could, ghost)	letter, one-sound combinations, such as <i>ph</i> , <i>kn</i> , <i>wr</i> .
2.2.PWS.2.a Students will decode words by applying knowledge of all major syllable types: closed	Decode two-syllable words with short vowels. Decode two-syllable short vowel words following VC/CV, VCCCV, or VC/V patterns.
2.2.PWS.2.b Students will decode words by applying knowledge of all major syllable types: open	Decode two-syllable words with long vowels. Decode regularly spelled two- syllable words with long vowels: open syllables, vowel team syllables, CVCe syllables.*
2.2.PWS.2.c Students will decode words by applying knowledge of all major syllable types: vowel digraphs	Decode two-syllable words with long vowels. Decode regularly spelled two- syllable words with long vowels: open syllables, vowel team syllables, CVCe syllables.*
2.2.PWS.2.d Students will decode words by applying knowledge of all major syllable types: vowel-consonant-silent e	Decode two-syllable words with long vowels. Decode regularly spelled two- syllable words with long vowels: open syllables, vowel team syllables, CVCe syllables.*
2.2.PWS.3.b Students will decode words by applying knowledge of structural analysis: inflectional endings (e.g., -s, -ed, -ing)	Decode words with inflectional endings and spelling changes. Decode words with common inflectional endings, such as <i>-es</i> , <i>- ed</i> , <i>-ing</i> , that include spelling changes.*
2.2.PWS.3.c Students will decode words by applying knowledge of structural analysis: contractions	Understand contractions. Recognize contractions and match them to the words they represent.*
2.2.PWS.3.e Students will decode words by applying knowledge of structural analysis: common . . . prefixes and suffixes	Decode two-syllable words with prefixes and suffixes. Decode two-syllable words with common prefixes and suffixes.
2.2.SE.1.a Students will use correct spelling when writing the following sounds in words: digraphs	Encode words with consonant digraphs. Encode consonant digraphs of a unique sound in isolation and in one-syllable words: <i>th</i> , <i>sh</i> , <i>ch</i> , <i>wh</i> , <i>tch</i> .*

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
2.2.SE.1.b Students will use correct spelling when writing the following sounds in words: trigraphs	Encode words with consonant digraphs. Encode consonant digraphs of a unique sound in isolation and in one-syllable words: <i>th, sh, ch, wh, tch</i> .*
2.2.SE.1.c Students will use correct spelling when writing the following sounds in words: vowel digraphs	Encode two-syllable words. Encode regularly spelled two-syllable words with long vowel sounds formed by CVCe syllables, vowel team syllables, and vowel + /r/ sounds.*
2.2.SE.1.d Students will use correct spelling when writing the following sounds in words: r-controlled	Encode words with r-controlled vowel sounds. Encode the <i>r</i> -controlled vowel sounds /ar/ spelled <i>ar</i> , /or/ spelled <i>or</i> , and /#r/ spelled <i>er, ir, ur</i> . Encode two-syllable words. Encode regularly spelled two-syllable words with long vowel sounds formed by CVCe syllables, vowel team syllables, and vowel + /r/ sounds.*
2.2.SE.2.a Students will use correct spelling when writing the following syllable types in . . . multisyllabic words: closed	Encode two-syllable words. Encode two-syllable words with short vowel sounds, following the patterns VC/V, VCC/CV, and VC/CCV.
2.2.SE.2.b Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words: open	Encode two-syllable words. Encode two-syllable words with regular syllabication patterns.*
2.2.SE.2.c "Students will use correct spelling when writing the following syllable types in single-syllable . . . words: vowel-consonant-silent e"	Encode vowel sounds in words with final e. Encode long vowel sounds within one-syllable CVCe words.
2.2.SE.2.c Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words: vowel-consonant-silent e	Encode two-syllable words. Encode regularly spelled two-syllable words with long vowel sounds formed by CVCe syllables, vowel team syllables, and vowel + /r/ sounds.*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
2.2.SE.2.d Students will use correct spelling when writing the following syllable types in . . . words: r-controlled	Encode words with r-controlled vowel sounds. Encode the <i>r</i> -controlled vowel sounds /ar/ spelled <i>ar</i> , /or/ spelled <i>or</i> , and /#r/ spelled <i>er</i> , <i>ir</i> , <i>ur</i> .
2.2.SE.2.d Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words: r-controlled	Encode two-syllable words. Encode regularly spelled two-syllable words with long vowel sounds formed by CVCe syllables, vowel team syllables, and vowel + /r/ sounds.*
2.2.SE.3.a Students will use structural analysis to correctly spell the following parts of words: common prefixes	Encode words with affixes. Encode two- and three-syllable words with common prefixes and suffixes.*
2.2.SE.3.b Students will use structural analysis to correctly spell the following parts of words: common suffixes	Encode words with inflectional endings. Encode words with common inflectional endings: <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , <i>-est</i> . Encode words with affixes. Encode two- and three-syllable words with common prefixes and suffixes.*
2.2.SE.3.c Students will use structural analysis to correctly spell the following parts of words: common spelling rules related to adding prefixes and suffixes (e.g., dropping the final <i>-e</i> , doubling a consonant)	Decode words with inflectional endings and spelling changes. Decode words with common inflectional endings, such as <i>-es</i> , <i>-ed</i> , <i>-ing</i> , that include spelling changes.* Encode words with affixes. Encode two- and three-syllable words with common prefixes and suffixes.*
2.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words . . . with increasing automaticity.	Recognize Grade 2 high-frequency words among other words. Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>again</i> , <i>before</i> , <i>day</i> , <i>go</i> , <i>good</i> , <i>important</i> , <i>long</i> , <i>look</i> , <i>me</i> , <i>put</i> , <i>school</i> , <i>things</i> , <i>thought</i> , <i>too</i> , <i>used</i> , <i>work</i> , <i>years</i> .

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Recognize Grade 2 high-frequency words among other words. Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>always, another, any, around, came, come, different, great, house, off, once, place, right, same, should, small, under.</i></p> <p>Recognize Grade 2 high-frequency words among other words. Recognize high-frequency words, including common irregularly spelled words, among other words, such as <i>away, don't, every, find, help, here, might, old, own, part, think, those, three, went, world.</i></p>
<p>2.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation . . . with increasing automaticity.</p>	<p>Recognize Grade 2 high-frequency words in isolation. Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>again, before, day, go, good, important, long, look, me, put, school, things, thought, too, used, work, years.</i></p> <p>Recognize Grade 2 high-frequency words in isolation. Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>always, another, any, around, came, come, different, great, house, off, once, place, right, same, should, small, under.</i></p> <p>Recognize Grade 2 high-frequency words in isolation. Recognize high-frequency words, including common irregularly spelled words, in isolation, such as <i>away, don't, every, find, help, here, might, old, own, part, think, those, three, went, world.</i></p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>2.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.</p>	<p>Spell Grade 2 high-frequency words. Spell high-frequency words, including common irregularly spelled words, such as <i>after, back, because, called, did, down, each, even, get, just, know, little, much, must, now, our, such, through, water, where</i>.*</p> <p>Spell Grade 2 high-frequency words. Spell high-frequency words, including common irregularly spelled words, such as <i>again, before, day, go, good, important, long, look, me, put, school, things, thought, too, used, work, years</i>.*</p> <p>Spell Grade 2 high-frequency words. Spell high-frequency words, including common irregularly spelled words, such as <i>always, another, any, around, came, come, different, great, house, off, once, place, right, same, should, small, under</i>.*</p> <p>Spell high-frequency words above Grade 2. Spell high-frequency words, including common irregularly spelled words, such as <i>away, don't, every, find, help, here, might, old, own, part, think, those, three, went, world</i>.*</p>
<p>2.2.R.1 Students will identify the main idea . . . of a text.</p>	<p>Determine the message, lesson, or moral in literary text. Determine the central message, lesson, or moral in Grade 2 literary text.</p>
<p>2.2.R.1 Students will identify the main idea and supporting details of a text.</p>	<p>Answer questions about key ideas and details in literary text. Answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in Grade 2 literary text.</p>

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Answer questions about key ideas and details in informational text. Answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in Grade 2 informational text.</p> <p>Describe plot elements in literary text. Identify or describe the major events, the problem, and the resolution in Grade 2 literary text, using key details.*</p> <p>Describe characters in literary text. Describe how characters in a story respond to major events and challenges in Grade 2 literary text.*</p> <p>Describe settings in literary text. Identify or describe the setting, using key details in Grade 2 literary text.*</p> <p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 2 literary text.*</p> <p>Identify cause-and-effect relationships in literary text. Identify cause-and-effect relationships in Grade 2 literary text.*</p> <p>Identify sequence of events in literary text. Identify sequence of events in Grade 2 literary text.*</p> <p>Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 2 informational text.*</p>

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Identify cause-and-effect relationships in informational text. Identify cause-and-effect relationships in Grade 2 informational text.*</p> <p>Identify sequence of events in informational text. Identify sequence of events in Grade 2 informational text.*</p> <p>Retell literary text. Retell and/or summarize a story, poem, or other Grade 2 literary text.*</p> <p>Determine main idea and key details in informational text. Determine the topic, the main idea, and key details in Grade 2 informational text. Determine the focus of specific paragraphs within the text.*</p>
<p>2.2.R.3 Students will begin to summarize the plot of a story to include the beginning, middle, and end.</p>	<p>Retell literary text. Retell and/or summarize a story, poem, or other Grade 2 literary text.</p> <p>Identify sequence of events in literary text. Identify sequence of events in Grade 2 literary text.</p> <p>Describe structure in literary text. Describe the overall structure in Grade 2 literary text, including how the beginning introduces the story and the ending concludes the action.*</p>
<p>2.2.R.4 Students will begin to summarize facts and details from an informational text.</p>	<p>Retell informational text. Retell and/or summarize the most important ideas and details in Grade 2 informational text.</p> <p>Determine main idea and key details in informational text. Determine the topic,</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	the main idea, and key details in Grade 2 informational text. Determine the focus of specific paragraphs within the text.*
2.3.R.1 Students will determine the author's purpose (i.e., tell a story, provide information).	Identify author's purpose in informational text. Identify the author's purpose in Grade 2 informational text.
2.3.R.2 Students will determine . . . a grade-level literary text . . . point of view with prompting.	Identify point of view or perspective in literary text. Identify the point of view or perspective of characters in Grade 2 literary text.
2.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view with prompting.	Recognize differences in points of view or perspectives in literary text. Recognize differences in the points of view or perspectives of characters in Grade 2 literary text, including different voices characters might use when speaking dialogue.*
2.3.R.3.a Students will find examples of literary elements: setting (i.e., time and place)	<p>Describe settings in literary text. Identify or describe the setting, using key details in Grade 2 literary text.</p> <p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 2 literary text.*</p> <p>Answer questions about key ideas and details in literary text. Answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in Grade 2 literary text.*</p> <p>Connect text and visuals in literary text. Use details from illustrations and from text to describe the characters, setting, or events in Grade 2 literary text.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>2.3.R.3.b Students will find examples of literary elements: plot (i.e., beginning, middle, end)</p>	<p>Describe plot elements in literary text. Identify or describe the major events, the problem, and the resolution in Grade 2 literary text, using key details.</p> <p>Identify sequence of events in literary text. Identify sequence of events in Grade 2 literary text.</p> <p>Describe characters in literary text. Describe how characters in a story respond to major events and challenges in Grade 2 literary text.*</p> <p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 2 literary text.*</p> <p>Answer questions about key ideas and details in literary text. Answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in Grade 2 literary text.*</p> <p>Connect text and visuals in literary text. Use details from illustrations and from text to describe the characters, setting, or events in Grade 2 literary text.*</p>
<p>2.3.R.3.c Students will find examples of literary elements: characters and their traits</p>	<p>Describe characters in literary text. Describe how characters in a story respond to major events and challenges in Grade 2 literary text.</p> <p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 2 literary text.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Answer questions about key ideas and details in literary text. Answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in Grade 2 literary text.*</p> <p>Connect text and visuals in literary text. Use details from illustrations and from text to describe the characters, setting, or events in Grade 2 literary text.*</p>
<p>2.3.R.4.a Students will find examples of literary devices: simile</p>	<p>Identify figurative language in literary text. Identify an author's use of figurative language, such as metaphors or similes, in Grade 2 literary text.*</p> <p>Identify figurative language in informational text. Identify an author's use of figurative language, such as metaphors or similes, in Grade 2 informational text.*</p>
<p>2.3.R.4.b Students will find examples of literary devices: alliteration</p>	<p>Describe author's use of language in literary text. Identify an author's use of descriptive language and/or literary devices, such as rhyme or alliteration, in Grade 2 literary text. Describe how an author's language supplies rhythm and meaning in a text.*</p>
<p>2.3.R.4.c Students will find examples of literary devices: onomatopoeia</p>	<p>Describe author's use of language in literary text. Identify an author's use of descriptive language and/or literary devices, such as rhyme or alliteration, in Grade 2 literary text. Describe how an author's language supplies rhythm and meaning in a text.*</p>
<p>2.3.R.5 Students will use details from the . . . informational text to draw conclusions . . .</p>	<p>Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 2 informational text.</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
2.3.R.5 Students will use details from the literary . . . text to draw conclusions . . .	Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 2 literary text.
2.3.R.5 Students will use details from the literary or informational text to draw conclusions and make predictions.	<p>Describe plot elements in literary text. Identify or describe the major events, the problem, and the resolution in Grade 2 literary text, using key details.*</p> <p>Describe characters in literary text. Describe how characters in a story respond to major events and challenges in Grade 2 literary text.*</p> <p>Describe settings in literary text. Identify or describe the setting, using key details in Grade 2 literary text.*</p> <p>Identify cause-and-effect relationships in literary text. Identify cause-and-effect relationships in Grade 2 literary text.*</p> <p>Identify sequence of events in literary text. Identify sequence of events in Grade 2 literary text.*</p> <p>Answer questions about key ideas and details in literary text. Answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in Grade 2 literary text.*</p> <p>Identify cause-and-effect relationships in informational text. Identify cause-and-effect relationships in Grade 2 informational text.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Identify sequence of events in informational text. Identify sequence of events in Grade 2 informational text.*</p> <p>Answer questions about key ideas and details in informational text. Answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in Grade 2 informational text.*</p>
<p>2.3.R.6 Students will locate facts . . . in an informational text.</p>	<p>Use text features in informational text. Use captions, bold print, headings, glossaries, indexes, or other text features to locate key facts or information in Grade 2 informational text.</p>
<p>2.3.R.6 Students will locate facts that are clearly stated in an informational text.</p>	<p>Answer questions about key ideas and details in informational text. Answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in Grade 2 informational text.</p> <p>Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 2 informational text.*</p> <p>Identify cause-and-effect relationships in informational text. Identify cause-and-effect relationships in Grade 2 informational text.*</p> <p>Identify sequence of events in informational text. Identify sequence of events in Grade 2 informational text.*</p>
<p>2.3.R.7.b Students will describe the structure of an informational text with prompting: sequential</p>	<p>Identify sequence of events in informational text. Identify sequence of events in Grade 2 informational text.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>2.4.R.1 Students will determine relationships among words, including synonyms, antonyms, and simple multiple-meaning words.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, multiple-meaning words, and shades of meaning.*</p>
<p>2.4.R.2 Students will use context clues to determine the meaning of words.</p>	<p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 2 words used in literary texts, grade-appropriate content areas, and other academic contexts.</p> <p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 2 literary text, including academic and/or domain-specific words.</p> <p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 2 informational text, including academic and/or domain-specific words.</p> <p>Understand word relationships. Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, multiple-meaning words, and shades of meaning.*</p>
<p>2.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.</p>	<p>Use prefixes, suffixes, and base words. Understand and use meaningful word parts, including prefixes (such as, but not limited to, <i>un-</i>, <i>re-</i>, <i>pre-</i>); suffixes (such as, but not limited to, <i>-tion</i>, <i>-sion</i>, <i>-ion</i>, <i>-or/er</i>, <i>-ful</i>, <i>-less</i>); and base words. Identify compound words and their meanings.*</p>

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>2.4.R.4 Students will use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.</p>	<p>Use text features in informational text. Use captions, bold print, headings, glossaries, indexes, or other text features to locate key facts or information in Grade 2 informational text.*</p>
<p>2.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, multiple-meaning words, and shades of meaning.*</p> <p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 2 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</p> <p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 2 literary text, including academic and/or domain-specific words.*</p> <p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 2 informational text, including academic and/or domain-specific words.*</p> <p>Use prefixes, suffixes, and base words. Understand and use meaningful word parts, including prefixes (such as, but not limited to, <i>un-</i>, <i>re-</i>, <i>pre-</i>); suffixes (such as, but not limited to, <i>-tion</i>, <i>-sion</i>, <i>-ion</i>, <i>-or/er</i>, <i>-ful</i>, <i>-less</i>); and base words. Identify compound words and their meanings.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 2 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
2.7.R Students will explore . . . ideas and topics in multimodal content.	Connect text and visuals in informational text. Describe how images contribute to and clarify Grade 2 informational text.
2.7.R Students will explore . . . topics in multimodal content.	Connect text and visuals in literary text. Use details from illustrations and from text to describe the characters, setting, or events in Grade 2 literary text.

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 3

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
3.2.PWS.1.b Students will decode multisyllabic words using their knowledge of the following phonics skills: . . . major syllable types (i.e., . . . consonant + le, open . . .)	Decode multisyllabic words. Decode multisyllabic words with an open syllable or a final stable syllable formed by a consonant preceding <i>le</i> .
3.2.PWS.1.b Students will decode multisyllabic words using their knowledge of the following phonics skills: . . . major syllable types (i.e., closed, . . . r-controlled [/ar/, /or/, /É#r/], or schwa)	Decode multisyllabic words. Decode multisyllabic words with a schwa sound, <i>r</i> -controlled syllables /ar/, /or/, /#r/, or closed syllables.
3.2.PWS.2.c Students will decode words by applying knowledge of structural analysis: common roots and related prefixes and suffixes	Use prefixes, suffixes, word roots, and base words. Use common, grade-appropriate prefixes (such as, but not limited to, <i>in-</i> , <i>im-</i> , <i>en-</i> , <i>em-</i> , <i>non-</i> , <i>mid-</i> , <i>mis-</i> , <i>dis-</i>); suffixes (such as, but not limited to, <i>-ful</i> , <i>-less</i> , <i>-ness</i> , <i>-ment</i> , <i>-able</i> , <i>-ible</i> , <i>-ous</i>); word roots (such as, but not limited to, <i>bio</i> , <i>geo</i>); and base words to determine the meaning of words and phrases.*
3.2.PWS.2.c Students will decode words by applying knowledge of structural analysis: common roots and related prefixes and suffixes [with complex sound spellings]	Decode words with roots and affixes. Decode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with complex sound spellings.
3.2.PWS.2.c Students will decode words by applying knowledge of structural analysis: common roots and related prefixes and suffixes [with irregular sound spellings]	Decode words with roots and affixes. Decode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with irregular sound spellings.
3.2.PWS.2.c Students will decode words by applying knowledge of structural analysis: common roots and related prefixes and suffixes [with regular sound spellings]	Decode words with roots and affixes. Decode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with regular sound spellings.
3.2.PWS.2.d Students will decode words by applying knowledge of structural analysis: morphology	Decode words with roots and affixes. Decode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with regular sound spellings.

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Decode words with roots and affixes. Decode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with complex sound spellings.</p> <p>Decode words with roots and affixes. Decode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with irregular sound spellings.</p> <p>Use prefixes, suffixes, word roots, and base words. Use common, grade-appropriate prefixes (such as, but not limited to, <i>in-</i>, <i>im-</i>, <i>en-</i>, <i>em-</i>, <i>non-</i>, <i>mid-</i>, <i>mis-</i>, <i>dis-</i>); suffixes (such as, but not limited to, <i>-ful</i>, <i>-less</i>, <i>-ness</i>, <i>-ment</i>, <i>-able</i>, <i>-ible</i>, <i>-ous</i>); word roots (such as, but not limited to, <i>bio</i>, <i>geo</i>); and base words to determine the meaning of words and phrases.*</p>
3.2.PWS.3 Students will use decoding skills . . . when reading . . . words . . . , including multisyllabic words [with a consonant cluster].	Decode multisyllabic words. Decode multisyllabic words with a consonant cluster.
3.2.PWS.3 Students will use decoding skills . . . when reading . . . words . . . , including multisyllabic words [with a schwa sound, <i>r-</i> controlled syllables /ar/, /or/, /É#r/, or closed syllables].	Decode multisyllabic words. Decode multisyllabic words with a schwa sound, <i>r-</i> controlled syllables /ar/, /or/, /#r/, or closed syllables.
3.2.PWS.3 Students will use decoding skills . . . when reading . . . words . . . , including multisyllabic words [with a variant consonant sound, including soft <i>g</i> and soft <i>c</i>].	Decode multisyllabic words. Decode multisyllabic words with a variant consonant sound, including soft <i>g</i> and soft <i>c</i> .
3.2.PWS.3 Students will use decoding skills . . . when reading . . . words . . . , including multisyllabic words [with an open	Decode multisyllabic words. Decode multisyllabic words with an open syllable or a final stable syllable formed by a consonant preceding <i>le</i> .

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
syllable or a final stable syllable formed by a consonant preceding <i>le</i>].	
3.2.SE.1.b Students will use correct spelling when writing the following sounds in [multisyllabic] words: schwa (i.e., /É#/)	Encode multisyllabic words. Encode multisyllabic words with a schwa sound or a closed syllable.
3.2.SE.1.c Students will use correct spelling when writing the following sounds in words: silent letter combinations (e.g., knew, could, ghost)	Decode words with silent letters and other spellings. Decode words with two-letter, one-sound combinations, such as <i>ph</i> , <i>kn</i> , <i>wr</i> .*
3.2.SE.3.a Students will use structural analysis to correctly spell the following parts of words: common prefixes	Encode words with roots and affixes. Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with regular sound spellings.* Encode words with roots and affixes. Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with complex sound spellings.* Encode words with roots and affixes. Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with irregular sound spellings.*
3.2.SE.3.b Students will use structural analysis to correctly spell the following parts of words: common suffixes	Encode words with roots and affixes. Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with regular sound spellings.* Encode words with roots and affixes. Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with complex sound spellings.* Encode words with roots and affixes. Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with irregular sound spellings.*

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>3.2.SE.3.c Students will use structural analysis to correctly spell the following parts of words: common spelling rules related to adding prefixes and suffixes (e.g., changing y to i, doubling a consonant)</p>	<p>Encode words with roots and affixes. Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with regular sound spellings.*</p> <p>Encode words with roots and affixes. Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with complex sound spellings.*</p> <p>Encode words with roots and affixes. Encode multisyllabic words with highly frequent morphemes (i.e., roots, prefixes, suffixes) with irregular sound spellings.*</p>
<p>3.2.R.1 Students will determine the main idea and supporting details of a text.</p>	<p>Answer questions about key ideas and details in literary text. Answer questions to demonstrate understanding of key ideas and details in Grade 3 literary text, referring explicitly to the text as the basis for the answers.</p> <p>Answer questions about key ideas and details in informational text. Answer questions to demonstrate understanding of key ideas and details in Grade 3 informational text, referring explicitly to the text as the basis for the answers.</p> <p>Determine the theme, message, lesson, or moral in literary text. Determine the theme, central message, lesson, or moral in Grade 3 literary text and identify how it is developed and conveyed through key details.</p> <p>Determine main idea and key details in informational text. Determine the main</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>idea in Grade 3 informational text and explain how it is supported by key details.</p> <p>Describe plot elements in literary text. Identify or describe plot elements, including main events, problem, and resolution, in Grade 3 literary text.*</p> <p>Describe characters in literary text. Describe characters based on what they say, what they do, and how they feel, including how characters develop and how the actions of characters contribute to the sequence of events in Grade 3 literary text.*</p> <p>Describe settings in literary text. Identify or describe the setting, including historical and cultural settings, in Grade 3 literary text. Explain how the setting influences characters or plot.*</p> <p>Identify cause-and-effect relationships in literary text. Identify cause-and-effect relationships in Grade 3 literary text.*</p> <p>Identify sequence of events in literary text. Identify sequence of events in Grade 3 literary text.*</p> <p>Identify cause-and-effect relationships in informational text. Identify cause-and-effect relationships in Grade 3 informational text.*</p> <p>Identify sequence of events in informational text. Identify sequence of events in Grade 3 informational text.*</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Retell literary text. Retell and/or summarize a story, poem, or other Grade 3 literary text.*</p> <p>Retell informational text. Retell and/or summarize the main idea and key details of Grade 3 informational text.*</p>
<p>3.2.R.2 Students will identify elements of various genres in fiction, poetry, and nonfiction texts.</p>	<p>Describe structure in literary text. Identify parts of Grade 3 stories, dramas, and poems, using terms such as chapter, scene, and stanza, and describe how each successive part builds on earlier sections.*</p>
<p>3.2.R.3 Students will . . . sequence the important events of a story.</p>	<p>Identify sequence of events in literary text. Identify sequence of events in Grade 3 literary text.</p>
<p>3.2.R.3 Students will summarize . . . a story.</p>	<p>Retell literary text. Retell and/or summarize a story, poem, or other Grade 3 literary text.</p>
<p>3.2.R.3 Students will summarize and sequence the important events of a story.</p>	<p>Determine the theme, message, lesson, or moral in literary text. Determine the theme, central message, lesson, or moral in Grade 3 literary text and identify how it is developed and conveyed through key details.*</p> <p>Describe structure in literary text. Identify parts of Grade 3 stories, dramas, and poems, using terms such as chapter, scene, and stanza, and describe how each successive part builds on earlier sections.*</p>
<p>3.2.R.4 Students will summarize facts and details from an informational text.</p>	<p>Retell informational text. Retell and/or summarize the main idea and key details of Grade 3 informational text.</p> <p>Determine main idea and key details in informational text. Determine the main</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>idea in Grade 3 informational text and explain how it is supported by key details.*</p> <p>Answer questions about key ideas and details in informational text. Answer questions to demonstrate understanding of key ideas and details in Grade 3 informational text, referring explicitly to the text as the basis for the answers.*</p>
<p>3.3.R.1 Students will determine if the author's purpose is to entertain, inform, or persuade.</p>	<p>Identify author's point of view or purpose in informational text. Identify the author's point of view or purpose, including how it is developed, in Grade 3 informational text. Distinguish the author's point of view from one's own point of view as a reader.*</p>
<p>3.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.</p>	<p>Identify point of view or perspective in literary text. Identify the point of view or perspective of narrators or characters in Grade 3 literary text. Distinguish a narrator's or character's point of view or perspective from one's own point of view or perspective as a reader.*</p>
<p>3.3.R.3.a Students will find examples of literary elements: setting</p>	<p>Describe settings in literary text. Identify or describe the setting, including historical and cultural settings, in Grade 3 literary text. Explain how the setting influences characters or plot.*</p> <p>Answer questions about key ideas and details in literary text. Answer questions to demonstrate understanding of key ideas and details in Grade 3 literary text, referring explicitly to the text as the basis for the answers.*</p> <p>Connect text and visuals in literary text. Analyze how details in illustrations help</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	convey mood or emphasize aspects of a character or setting in Grade 3 literary text.*
3.3.R.3.b Students will find examples of literary elements: plot	<p>Describe plot elements in literary text. Identify or describe plot elements, including main events, problem, and resolution, in Grade 3 literary text.</p> <p>Describe characters in literary text. Describe characters based on what they say, what they do, and how they feel, including how characters develop and how the actions of characters contribute to the sequence of events in Grade 3 literary text.*</p> <p>Describe settings in literary text. Identify or describe the setting, including historical and cultural settings, in Grade 3 literary text. Explain how the setting influences characters or plot.*</p> <p>Identify sequence of events in literary text. Identify sequence of events in Grade 3 literary text.*</p> <p>Answer questions about key ideas and details in literary text. Answer questions to demonstrate understanding of key ideas and details in Grade 3 literary text, referring explicitly to the text as the basis for the answers.*</p>
3.3.R.3.c Students will find examples of literary elements: characters	<p>Describe characters in literary text. Describe characters based on what they say, what they do, and how they feel, including how characters develop and how the actions of characters contribute to the sequence of events in Grade 3 literary text.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Describe settings in literary text. Identify or describe the setting, including historical and cultural settings, in Grade 3 literary text. Explain how the setting influences characters or plot.*</p> <p>Answer questions about key ideas and details in literary text. Answer questions to demonstrate understanding of key ideas and details in Grade 3 literary text, referring explicitly to the text as the basis for the answers.*</p> <p>Connect text and visuals in literary text. Analyze how details in illustrations help convey mood or emphasize aspects of a character or setting in Grade 3 literary text.*</p>
<p>3.3.R.3.d Students will find examples of literary elements: characterization</p>	<p>Describe characters in literary text. Describe characters based on what they say, what they do, and how they feel, including how characters develop and how the actions of characters contribute to the sequence of events in Grade 3 literary text.*</p> <p>Describe settings in literary text. Identify or describe the setting, including historical and cultural settings, in Grade 3 literary text. Explain how the setting influences characters or plot.*</p> <p>Answer questions about key ideas and details in literary text. Answer questions to demonstrate understanding of key ideas and details in Grade 3 literary text, referring explicitly to the text as the basis for the answers.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Connect text and visuals in literary text. Analyze how details in illustrations help convey mood or emphasize aspects of a character or setting in Grade 3 literary text.*</p>
<p>3.3.R.4.a Students will find examples of literary devices: personification</p>	<p>Interpret figurative language in literary text. Identify or interpret an author's use of figurative language, such as metaphors, similes, personification, or hyperbole, in Grade 3 literary text.*</p> <p>Interpret figurative language in informational text. Identify or interpret an author's use of figurative language, such as metaphors, similes, personification, or hyperbole, in Grade 3 informational text.*</p> <p>Understand word relationships. Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.*</p>
<p>3.3.R.4.b Students will find examples of literary devices: hyperbole</p>	<p>Interpret figurative language in literary text. Identify or interpret an author's use of figurative language, such as metaphors, similes, personification, or hyperbole, in Grade 3 literary text.*</p> <p>Interpret figurative language in informational text. Identify or interpret an author's use of figurative language, such as metaphors, similes, personification, or hyperbole, in Grade 3 informational text.*</p> <p>Understand word relationships. Recognize synonyms and antonyms.</p>

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Identify real-life connections between words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.*
3.3.R.4.c Students will find examples of literary devices: simile	<p>Interpret figurative language in literary text. Identify or interpret an author's use of figurative language, such as metaphors, similes, personification, or hyperbole, in Grade 3 literary text.*</p> <p>Interpret figurative language in informational text. Identify or interpret an author's use of figurative language, such as metaphors, similes, personification, or hyperbole, in Grade 3 informational text.*</p> <p>Understand word relationships. Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.*</p>
3.3.R.4.d Students will find examples of literary devices: alliteration	<p>Describe author's use of language in literary text. Identify an author's use of descriptive language and/or literary devices, such as rhyme or alliteration, in Grade 2 literary text. Describe how an author's language supplies rhythm and meaning in a text.*</p>
3.3.R.4.e Students will find examples of literary devices: onomatopoeia	<p>Describe author's use of language in literary text. Identify an author's use of descriptive language and/or literary devices, such as rhyme or alliteration, in Grade 2 literary text. Describe how an author's language supplies rhythm and meaning in a text.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>3.3.R.5 Students will answer . . . questions, using a text to support answers.</p>	<p>Answer questions about key ideas and details in literary text. Answer questions to demonstrate understanding of key ideas and details in Grade 3 literary text, referring explicitly to the text as the basis for the answers.</p> <p>Answer questions about key ideas and details in informational text. Answer questions to demonstrate understanding of key ideas and details in Grade 3 informational text, referring explicitly to the text as the basis for the answers.</p>
<p>3.3.R.5 Students will answer inferential questions, using a text to support answers.</p>	<p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 3 literary text.</p> <p>Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 3 informational text.</p> <p>Describe plot elements in literary text. Identify or describe plot elements, including main events, problem, and resolution, in Grade 3 literary text.*</p> <p>Describe characters in literary text. Describe characters based on what they say, what they do, and how they feel, including how characters develop and how the actions of characters contribute to the sequence of events in Grade 3 literary text.*</p> <p>Describe settings in literary text. Identify or describe the setting, including historical and cultural settings, in Grade 3 literary</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>text. Explain how the setting influences characters or plot.*</p> <p>Identify cause-and-effect relationships in literary text. Identify cause-and-effect relationships in Grade 3 literary text.*</p> <p>Identify sequence of events in literary text. Identify sequence of events in Grade 3 literary text.*</p> <p>Identify cause-and-effect relationships in informational text. Identify cause-and-effect relationships in Grade 3 informational text.*</p> <p>Identify sequence of events in informational text. Identify sequence of events in Grade 3 informational text.*</p>
3.3.R.6 Students will distinguish fact from opinion in an informational text.	Distinguish fact and opinion in informational text. Distinguish facts and opinions in Grade 3 informational text.
3.3.R.7.a Students will describe the structure of an informational text: problem/solution	Analyze text structure in informational text. Identify or describe the logical connection between particular sentences and paragraphs in Grade 3 informational text, such as comparison, cause/effect, and sequence.*
3.3.R.7.b Students will describe the structure of an informational text: description	Analyze text structure in informational text. Identify or describe the logical connection between particular sentences and paragraphs in Grade 3 informational text, such as comparison, cause/effect, and sequence.*
3.3.R.7.c Students will describe the structure of an informational text: sequential	Analyze text structure in informational text. Identify or describe the logical connection between particular sentences

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>and paragraphs in Grade 3 informational text, such as comparison, cause/effect, and sequence.*</p> <p>Identify sequence of events in informational text. Identify sequence of events in Grade 3 informational text.*</p>
<p>3.4.R.1 Students will identify relationships among words, including synonyms, antonyms, homophones, and homographs.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.*</p>
<p>3.4.R.2 Students will use context clues to clarify the meaning of words.</p>	<p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 3 literary text, including academic and/or domain-specific words.</p> <p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 3 informational text, including academic and/or domain-specific words.</p> <p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 3 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p> <p>Understand word relationships. Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.*</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>3.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.</p>	<p>Use prefixes, suffixes, word roots, and base words. Use common, grade-appropriate prefixes (such as, but not limited to, <i>in-</i>, <i>im-</i>, <i>en-</i>, <i>em-</i>, <i>non-</i>, <i>mid-</i>, <i>mis-</i>, <i>dis-</i>); suffixes (such as, but not limited to, <i>-ful</i>, <i>-less</i>, <i>-ness</i>, <i>-ment</i>, <i>-able</i>, <i>-ible</i>, <i>-ous</i>); word roots (such as, but not limited to, <i>bio</i>, <i>geo</i>); and base words to determine the meaning of words and phrases.</p>
<p>3.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.*</p> <p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 3 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*</p> <p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 3 literary text, including academic and/or domain-specific words.*</p> <p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 3 informational text, including academic and/or domain-specific words.*</p> <p>Use prefixes, suffixes, word roots, and base words. Use common, grade-appropriate prefixes (such as, but not</p>

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 3 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>limited to, <i>in-</i>, <i>im-</i>, <i>en-</i>, <i>em-</i>, <i>non-</i>, <i>mid-</i>, <i>mis-</i>, <i>dis-</i>); suffixes (such as, but not limited to, <i>-ful</i>, <i>-less</i>, <i>-ness</i>, <i>-ment</i>, <i>-able</i>, <i>-ible</i>, <i>-ous</i>); word roots (such as, but not limited to, <i>bio</i>, <i>geo</i>); and base words to determine the meaning of words and phrases.*</p>
<p>3.7.R Students will . . . use information from a variety of alphabetic . . . content to compare perspectives about ideas and topics.</p>	<p>Compare story elements and themes in two literary texts. Compare the settings, plots, and themes of two Grade 3 literary texts that contain the same or similar characters.</p> <p>Compare important points and key details in two informational texts. Compare the most important points and key details in two Grade 3 informational texts on the same topic.</p>
<p>3.7.R Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare perspectives about ideas and topics.</p>	<p>Use text features in informational text. Use headings, numbered or bulleted lists, bold print, sidebars, or other search tools to locate key facts or information in Grade 3 informational text.*</p> <p>Connect text and visuals in literary text. Analyze how details in illustrations help convey mood or emphasize aspects of a character or setting in Grade 3 literary text.*</p> <p>Connect text and visuals in informational text. Use information from text and from visuals, such as maps and photographs, to demonstrate understanding of Grade 3 informational text.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 4

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>4.2.SE.1.b Students will use correct spelling when writing . . . multisyllabic . . . their combined knowledge of the following skills: . . . major syllable types (i.e., . . . [complex] open . . .)</p>	<p>Encode multisyllabic words. Encode multisyllabic words with a complex open-syllable pattern.</p>
<p>4.2.SE.1.b Students will use correct spelling when writing . . . multisyllabic . . . their combined knowledge of the following skills: . . . major syllable types (i.e., closed, [schwa] . . .)</p>	<p>Encode multisyllabic words. Encode multisyllabic words with a schwa sound or a closed syllable.</p>
<p>4.2.R.1 Students will determine the key details that support the main idea of a text.</p>	<p>Determine theme in literary text. Determine the theme, central message, or lesson in Grade 4 literary text and identify how it is developed and conveyed through specific details.</p> <p>Determine main idea and supporting details in informational text. Determine the main idea of a Grade 4 informational text and explain its relationship to supporting details.</p> <p>Cite textual evidence in literary text. Identify facts and details or cite explicit statements from Grade 4 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p>Cite textual evidence in informational text. Identify facts and details or cite explicit statements from Grade 4 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p>Summarize literary text. Summarize a story, poem, or other Grade 4 literary text.*</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 4 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Summarize informational text. Summarize main idea and supporting details in Grade 4 informational text.*
4.2.R.2 Students will compare fiction, poetry, and nonfiction to distinguish various genres.	Describe and compare structural elements of literary texts. Describe the structural elements of Grade 4 poems and dramas, and the relationship between structural elements and meaning, using terms such as verse, rhythm, meter; cast of characters, dialogue, stage directions. Explain major differences between structural elements of poems, drama, and prose.*
4.2.R.3 Students will summarize . . . a story.	Summarize literary text. Summarize a story, poem, or other Grade 4 literary text.
4.2.R.3 Students will summarize and sequence the important events of a story.	Determine theme in literary text. Determine the theme, central message, or lesson in Grade 4 literary text and identify how it is developed and conveyed through specific details.* Analyze plot elements in literary text. Identify and evaluate structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 4 literary text, drawing on specific details in the text.*
4.2.R.4 Students will summarize facts and details from an informational text.	Summarize informational text. Summarize main idea and supporting details in Grade 4 informational text. Determine main idea and supporting details in informational text. Determine the main idea of a Grade 4 informational text and explain its relationship to supporting details.*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 4 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Analyze relationships between key ideas in informational text. Explain events, procedures, ideas, or concepts in Grade 4 informational text, including what happened and why, based on specific information in the text.*
4.3.R.1 Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.	Evaluate argument in informational text. Explain how an author uses reasons and evidence to support particular points or claims in Grade 4 informational text.*
4.3.R.1 Students will determine the author's purpose . . .	Identify author's purpose or perspective in informational text. Determine an author's purpose or perspective in Grade 4 informational text.
4.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.	Identify narrator's point of view or perspective in literary text. Identify and interpret a narrator's or speaker's point of view or perspective in Grade 4 literary text. Distinguish between first-person and third-person narration. Compare point of view in two literary texts. Compare the point of view from which two Grade 4 literary texts are narrated.*
4.3.R.3.a Students will find textual evidence of literary elements: setting	Analyze settings in literary text. Identify or describe the setting, including historical and cultural settings, and the influence the setting has on the plot in Grade 4 literary text.*
4.3.R.3.b Students will find textual evidence of literary elements: plot	Analyze plot elements in literary text. Identify and evaluate structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 4 literary text, drawing on specific details in the text.


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 4 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Analyze settings in literary text. Identify or describe the setting, including historical and cultural settings, and the influence the setting has on the plot in Grade 4 literary text.*
4.3.R.3.c Students will find textual evidence of literary elements: characters (i.e., protagonist, antagonist)	Analyze characters in literary text. Analyze characterization in Grade 4 literary text, drawing on specific details in the text, such as a character's thoughts, words, or actions.
4.3.R.3.d Students will find textual evidence of literary elements: characterization	Analyze characters in literary text. Analyze characterization in Grade 4 literary text, drawing on specific details in the text, such as a character's thoughts, words, or actions.
4.3.R.3.e Students will find textual evidence of literary elements: conflict	Analyze plot elements in literary text. Identify and evaluate structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 4 literary text, drawing on specific details in the text.*
4.3.R.4.a Students will find textual evidence of literary devices: metaphor	Interpret figurative language in literary text. Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, and other literary devices, such as alliteration or repetition, in Grade 4 literary text.* Interpret figurative language in informational text. Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, in Grade 4 informational text.*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 4 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative language, such as similes, metaphors, idioms, or adages.*</p>
<p>4.3.R.4.b Students will find textual evidence of literary devices: idiom</p>	<p>Interpret figurative language in literary text. Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, and other literary devices, such as alliteration or repetition, in Grade 4 literary text.*</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative language, such as similes, metaphors, idioms, or adages.*</p> <p>Interpret figurative language in informational text. Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, in Grade 4 informational text.*</p>
<p>4.3.R.4.c Students will find textual evidence of literary devices: personification</p>	<p>Interpret figurative language in literary text. Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, and other literary devices, such as alliteration or repetition, in Grade 4 literary text.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 4 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative language, such as similes, metaphors, idioms, or adages.*</p> <p>Interpret figurative language in informational text. Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, in Grade 4 informational text.*</p>
<p>4.3.R.4.d Students will find textual evidence of literary devices: hyperbole</p>	<p>Interpret figurative language in literary text. Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, and other literary devices, such as alliteration or repetition, in Grade 4 literary text.*</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative language, such as similes, metaphors, idioms, or adages.*</p> <p>Interpret figurative language in informational text. Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, in Grade 4 informational text.*</p>
<p>4.3.R.4.e Students will find textual evidence of literary devices: simile</p>	<p>Interpret figurative language in literary text. Identify or interpret an author's use</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 4 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, and other literary devices, such as alliteration or repetition, in Grade 4 literary text.*</p> <p>Interpret figurative language in informational text. Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, in Grade 4 informational text.*</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative language, such as similes, metaphors, idioms, or adages.*</p>
<p>4.3.R.4.f Students will find textual evidence of literary devices: alliteration</p>	<p>Interpret figurative language in literary text. Identify or interpret an author's use of figurative language, such as metaphors, similes, allusions, personification, or hyperbole, and other literary devices, such as alliteration or repetition, in Grade 4 literary text.*</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative language, such as similes, metaphors, idioms, or adages.*</p>
<p>4.3.R.4.g Students will find textual evidence of literary devices: onomatopoeia</p>	<p>Interpret figurative language in literary text. Identify or interpret an author's use of figurative language, such as metaphors,</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 4 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	similes, allusions, personification, or hyperbole, and other literary devices, such as alliteration or repetition, in Grade 4 literary text.*
4.3.R.5 Students will answer inferential questions using evidence from . . . texts to support answers.	<p>Cite textual evidence in literary text. Identify facts and details or cite explicit statements from Grade 4 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 4 literary text.</p> <p>Cite textual evidence in informational text. Identify facts and details or cite explicit statements from Grade 4 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p>Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 4 informational text.</p>
4.3.R.6 Students will . . . explain how reasons and facts support specific points.	<p>Evaluate argument in informational text. Explain how an author uses reasons and evidence to support particular points or claims in Grade 4 informational text.</p>
4.3.R.6 Students will distinguish fact from opinion in an informational text . . .	<p>Distinguish fact and opinion in informational text. Distinguish facts and opinions in Grade 4 informational text.</p>
4.3.R.7.a Students will distinguish the structures of an informational text: cause/effect	<p>Analyze text structure in informational text. Identify or describe the text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 4 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	to organize a Grade 4 informational text or part of a text.*
4.3.R.7.b Students will distinguish the structures of an informational text: problem/solution	Analyze text structure in informational text. Identify or describe the text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 4 informational text or part of a text.*
4.3.R.7.c Students will distinguish the structures of an informational text: description	Analyze text structure in informational text. Identify or describe the text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 4 informational text or part of a text.*
4.3.R.7.d Students will distinguish the structures of an informational text: sequential	Analyze text structure in informational text. Identify or describe the text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 4 informational text or part of a text.*
4.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.	Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative language, such as similes, metaphors, idioms, or adages.*
4.4.R.2 Students will use context clues to clarify the meaning of words.	Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 4 literary text, including academic and/or domain-specific words. Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 4 informational text, including academic and/or domain-specific words.

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 4 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 4 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative language, such as similes, metaphors, idioms, or adages.*</p>
<p>4.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.</p>	<p>Use prefixes, suffixes, and word roots. Use common, grade-appropriate prefixes (such as, but not limited to, <i>il-, ir-, over-, under-, fore-, de-, trans-</i>); suffixes (such as, but not limited to, <i>-ant, -ent, -ance, -ence, -ive, -age</i>); and word roots (such as, but not limited to, <i>aud, port, spect, struct</i>) to determine the meaning of words and phrases.</p>
<p>4.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, alliteration, and figurative language, such as similes, metaphors, idioms, or adages.*</p> <p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 4 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 4 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 4 literary text, including academic and/or domain-specific words.*</p> <p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 4 informational text, including academic and/or domain-specific words.*</p>
<p>4.7.R Students will . . . use information from a variety of alphabetic . . . content to compare and contrast perspectives about ideas and topics.</p>	<p>Compare plot and theme in two literary texts. Compare the treatment of similar themes and patterns of events in two Grade 4 literary texts.</p>
<p>4.7.R Students will . . . use information from a variety of alphabetic, aural, [and/or] visual . . . content to compare and contrast perspectives about ideas and topics.</p>	<p>Compare literary text to multimedia presentations of the text. Make connections between a Grade 4 literary text and a visual or oral presentation of the text, analyzing where each version reflects specific descriptions or directions in the text.</p>
<p>4.7.R Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.</p>	<p>Interpret text features and other visuals in informational text. Analyze how text features, pictures, multimedia elements, or other visuals contribute to an understanding of Grade 4 informational text.*</p> <p>Integrate information from two informational texts. Integrate information from two Grade 4 informational texts on the same topic.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 5

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>5.2.R.1 Students will explain how key supporting details support the main idea of a text.</p>	<p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 5 literary text and identify how each is developed and conveyed through particular details.</p> <p>Determine main idea and supporting details in informational text. Determine the main idea or multiple main ideas of a Grade 5 informational text and analyze the relationship to supporting details.</p> <p>Summarize literary text. Summarize a story, poem, or other Grade 5 literary text.*</p> <p>Analyze characters in literary text. Analyze characterization in Grade 5 literary text, including how characters change, respond to challenges, and influence plot development.*</p> <p>Summarize informational text. Summarize main idea and supporting details in Grade 5 informational text.*</p> <p>Cite textual evidence in literary text. Identify facts and details or cite explicit statements from Grade 5 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p>Cite textual evidence in informational text. Identify facts and details or cite explicit statements from Grade 5 informational text to explain what the text says explicitly or to support inferences made about the text.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
5.2.R.2 Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.	Analyze structure in literary text. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a Grade 5 literary text.*
5.2.R.3 Students will summarize . . . a story.	Summarize literary text. Summarize a story, poem, or other Grade 5 literary text.
5.2.R.3 Students will summarize and sequence the important events of a story.	Analyze plot elements in literary text. Identify structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 5 literary text, and analyze how they contribute to the overall plot.*
5.2.R.4 Students will summarize facts and details from an informational text.	Summarize informational text. Summarize main idea and supporting details in Grade 5 informational text. Determine main idea and supporting details in informational text. Determine the main idea or multiple main ideas of a Grade 5 informational text and analyze the relationship to supporting details.* Cite textual evidence in informational text. Identify facts and details or cite explicit statements from Grade 5 informational text to explain what the text says explicitly or to support inferences made about the text.*
5.3.R.1 Students will determine the author's purpose (i.e., entertain, inform, persuade) . . .	Identify author's purpose or perspective in informational text. Determine an author's purpose or perspective in Grade 5 informational text.
5.3.R.2 Students will determine . . . a grade-level literary text . . . point of view . . . and describe its effect.	Identify narrator's point of view or perspective in literary text. Identify how a narrator's or speaker's point of view or perspective influences how events are described in Grade 5 literary text.

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>5.3.R.3.a Students will determine how literary elements contribute to the meaning of a literary text: setting</p>	<p>Analyze settings in literary text. Identify or describe the setting, including historical and cultural settings, and the influence the setting has on plot development in Grade 5 literary text.</p> <p>Compare story elements within a literary text. Compare two or more characters, settings, or events within a Grade 5 literary text, drawing on specific details in the text.*</p>
<p>5.3.R.3.b Students will determine how literary elements contribute to the meaning of a literary text: plot</p>	<p>Analyze plot elements in literary text. Identify structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 5 literary text, and analyze how they contribute to the overall plot.</p> <p>Analyze characters in literary text. Analyze characterization in Grade 5 literary text, including how characters change, respond to challenges, and influence plot development.*</p> <p>Compare story elements within a literary text. Compare two or more characters, settings, or events within a Grade 5 literary text, drawing on specific details in the text.*</p> <p>Analyze settings in literary text. Identify or describe the setting, including historical and cultural settings, and the influence the setting has on plot development in Grade 5 literary text.*</p>
<p>5.3.R.3.c Students will determine how literary elements contribute to the meaning of a literary text: characters (i.e., protagonist, antagonist)</p>	<p>Analyze characters in literary text. Analyze characterization in Grade 5 literary text, including how characters change,</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>respond to challenges, and influence plot development.</p> <p>Compare story elements within a literary text. Compare two or more characters, settings, or events within a Grade 5 literary text, drawing on specific details in the text.*</p>
<p>5.3.R.3.d Students will determine how literary elements contribute to the meaning of a literary text: characterization</p>	<p>Analyze characters in literary text. Analyze characterization in Grade 5 literary text, including how characters change, respond to challenges, and influence plot development.</p> <p>Compare story elements within a literary text. Compare two or more characters, settings, or events within a Grade 5 literary text, drawing on specific details in the text.*</p>
<p>5.3.R.3.e Students will determine how literary elements contribute to the meaning of a literary text: conflict</p>	<p>Analyze plot elements in literary text. Identify structural elements of the plot, including rising action, climax, falling action, and resolution, in Grade 5 literary text, and analyze how they contribute to the overall plot.*</p> <p>Analyze characters in literary text. Analyze characterization in Grade 5 literary text, including how characters change, respond to challenges, and influence plot development.*</p> <p>Compare story elements within a literary text. Compare two or more characters, settings, or events within a Grade 5 literary text, drawing on specific details in the text.*</p>
<p>5.3.R.3.f Students will determine how literary elements contribute to the meaning of a literary text: theme</p>	<p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 5 literary text and identify how</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>each is developed and conveyed through particular details.</p> <p>Analyze characters in literary text. Analyze characterization in Grade 5 literary text, including how characters change, respond to challenges, and influence plot development.*</p>
<p>5.3.R.4.a Students will determine how literary devices contribute to the meaning of a text: imagery</p>	<p>Interpret author's use of language in literary text. Interpret an author's choice of words in Grade 4 literary text. Identify how an author's words suggest feelings, paint a picture, or create a mood.</p> <p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 5 literary text and how it contributes to the meaning of the text. *</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 5 informational text and how it contributes to the meaning of the text. *</p>
<p>5.3.R.4.b Students will determine how literary devices contribute to the meaning of a text: metaphor</p>	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 5 literary text and how it contributes to the meaning of the text.</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 5 informational text and how it contributes to the meaning of the text.</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and figurative language, such as similes, metaphors, idioms, or adages.*</p>
<p>5.3.R.4.c Students will determine how literary devices contribute to the meaning of a text: idiom</p>	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 5 literary text and how it contributes to the meaning of the text. *</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and figurative language, such as similes, metaphors, idioms, or adages.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 5 informational text and how it contributes to the meaning of the text. *</p>
<p>5.3.R.4.d Students will determine how literary devices contribute to the meaning of a text: personification</p>	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 5 literary text and how it contributes to the meaning of the text. *</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and figurative language, such as similes, metaphors, idioms, or adages.*</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 5 informational text and how it contributes to the meaning of the text. *</p>
<p>5.3.R.4.e Students will determine how literary devices contribute to the meaning of a text: hyperbole</p>	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 5 literary text and how it contributes to the meaning of the text. *</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and figurative language, such as similes, metaphors, idioms, or adages.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 5 informational text and how it contributes to the meaning of the text. *</p>
<p>5.3.R.4.f Students will determine how literary devices contribute to the meaning of a text: simile</p>	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 5 literary text and how it contributes to the meaning of the text.</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 5 informational text and how it contributes to the meaning of the text.</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and figurative language, such as similes, metaphors, idioms, or adages.*</p>
<p>5.3.R.4.g Students will determine how literary devices contribute to the meaning of a text: alliteration</p>	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 5 literary text and how it contributes to the meaning of the text. *</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 5 informational text and how it contributes to the meaning of the text. *</p>
<p>5.3.R.4.h Students will determine how literary devices contribute to the meaning of a text: onomatopoeia</p>	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 5 literary text and how it contributes to the meaning of the text. *</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 5 informational text and how it contributes to the meaning of the text. *</p>
<p>5.3.R.5 Students will analyze ideas in . . . texts, providing textual evidence to support their inferences.</p>	<p>Cite textual evidence in literary text. Identify facts and details or cite explicit statements from Grade 5 literary text to explain what the text says explicitly or to support inferences made about the text.</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 5 literary text.</p> <p>Cite textual evidence in informational text. Identify facts and details or cite explicit statements from Grade 5 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p>Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 5 informational text.</p>
<p>5.3.R.6 Students will . . . explain how reasons and facts support specific points.</p>	<p>Evaluate argument in informational text. Explain how an author uses reasons and evidence to support particular points or claims, and track the development of an argument, in Grade 5 informational text, identifying which reasons and evidence support which point or claim.</p>
<p>5.3.R.6 Students will distinguish fact from opinion in an informational text . . .</p>	<p>Distinguish fact and opinion in informational text. Distinguish facts and opinions in Grade 5 informational text.</p>
<p>5.3.R.7.a Students will distinguish the structures of informational texts: compare/contrast</p>	<p>Analyze text structure in informational text. Analyze the overall text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 5 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.*</p> <p>Compare text structure in two informational texts. Compare the overall</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) of events, ideas, or concepts in two Grade 5 informational texts.*
5.3.R.7.b Students will distinguish the structures of informational texts: cause/effect	<p>Compare text structure in two informational texts. Compare the overall structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) of events, ideas, or concepts in two Grade 5 informational texts.*</p> <p>Analyze text structure in informational text. Analyze the overall text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 5 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.*</p>
5.3.R.7.c Students will distinguish the structures of informational texts: problem/solution	<p>Analyze text structure in informational text. Analyze the overall text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 5 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.*</p> <p>Compare text structure in two informational texts. Compare the overall structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) of events, ideas, or concepts in two Grade 5 informational texts.*</p>
5.3.R.7.d Students will distinguish the structures of informational texts: description	<p>Compare text structure in two informational texts. Compare the overall</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) of events, ideas, or concepts in two Grade 5 informational texts.*</p> <p>Analyze text structure in informational text. Analyze the overall text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 5 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.*</p>
<p>5.3.R.7.e Students will distinguish the structures of informational texts: sequential</p>	<p>Analyze text structure in informational text. Analyze the overall text structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) that an author uses to organize a Grade 5 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.*</p> <p>Compare text structure in two informational texts. Compare the overall structure (e.g., sequence, compare/contrast, cause/effect, problem/solution) of events, ideas, or concepts in two Grade 5 informational texts.*</p>
<p>5.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and figurative language, such as similes, metaphors, idioms, or adages.*</p>
<p>5.4.R.2 Students will use context clues to clarify the meaning of words.</p>	<p>Determine word meaning in literary text. Understand the meaning of words and</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>phrases in Grade 5 literary text, including academic and/or domain-specific words.</p> <p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 5 informational text, including academic and/or domain-specific words.</p> <p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 5 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and figurative language, such as similes, metaphors, idioms, or adages.*</p>
<p>5.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.</p>	<p>Use prefixes, suffixes, and word roots. Use common, grade-appropriate prefixes (such as, but not limited to, <i>inter-</i>, <i>semi-</i>, <i>anti-</i>, <i>multi-</i>); suffixes (such as, but not limited to, <i>-al</i>, <i>-ial</i>, <i>-ious</i>, <i>-eous</i>, <i>-an</i>, <i>-ian</i>, <i>-ity</i>); and word roots (such as, but not limited to, <i>ped</i>, <i>phon</i>, <i>dict</i>, <i>scrib/script</i>, <i>meter/metr</i>, <i>mit/mis</i>) to determine the meaning of words and phrases.</p>
<p>5.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.</p>	<p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 5 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*</p>

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 5 literary text, including academic and/or domain-specific words.*</p> <p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 5 informational text, including academic and/or domain-specific words.*</p>
<p>5.7.R Students will analyze . . . a variety of alphabetic . . . content from various perspectives.</p>	<p>Identify narrator's point of view or perspective in literary text. Identify how a narrator's or speaker's point of view or perspective influences how events are described in Grade 5 literary text.</p> <p>Compare point of view in two informational texts. Compare two Grade 5 informational texts (e.g., primary and secondary sources, similar/different accounts of the same event or topic), including the point of view each account represents.</p> <p>Compare topic and theme in two literary texts. Compare the approaches to similar topics and themes in two Grade 5 literary texts of the same genre.</p> <p>Integrate information from multiple texts. Integrate information from two or more Grade 5 informational texts on the same topic.</p>
<p>5.7.R Students will analyze . . . a variety of alphabetic, aural, [and/or] visual . . . content from various perspectives.</p>	<p>Connect literary text and multimedia elements. Analyze how audio, video, or other artistic elements contribute to the meaning or tone of a Grade 5 literary text.</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 5 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
5.7.R Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.	Identify author's purpose or perspective in informational text. Determine an author's purpose or perspective in Grade 5 informational text.*

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 6

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>6.2.R.1 Students will . . . [determine] main idea, to demonstrate comprehension.</p>	<p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 6 literary text and identify how each is developed and conveyed through particular details.</p> <p>Determine central idea and supporting ideas in informational text. Determine the central idea of a Grade 6 informational text and how it is developed and conveyed through particular details.</p>
<p>6.2.R.1 Students will summarize alphabetic . . . texts . . . to demonstrate comprehension.</p>	<p>Summarize literary text. Summarize a story, poem, or other Grade 6 literary text.</p>
<p>6.2.R.1 Students will summarize alphabetic . . . texts, including main idea, to demonstrate comprehension.</p>	<p>Summarize informational text. Summarize Grade 6 informational text, identifying the central idea and the supporting ideas.</p>
<p>6.2.R.1 Students will summarize alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension.</p>	<p>Compare literary text to multimedia presentations of the text. Compare the experience of reading a Grade 6 literary text to listening to or viewing an audio or video presentation of the text.*</p> <p>Integrate information from multiple informational sources. Analyze Grade 6 informational text and integrate quantitative or technical data from other media or formats to understand key facts or information about a topic.*</p>
<p>6.2.R.2 Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.</p>	<p>Analyze plot elements in literary text. Identify and analyze how a particular plot in Grade 6 literary text unfolds in a series of episodes around a problem, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.*</p>

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 6 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Compare topic and theme in two literary texts. Compare the approaches to similar topics and themes in two Grade 6 literary texts of different genres.*</p> <p>Compare the presentation of information in two informational texts. Compare the presentation of ideas, events, or author's purpose in two Grade 6 informational texts on the same topic.*</p>
<p>6.3.R.1 Students will compare and contrast . . . purposes of authors writing on the same topic . . .</p>	<p>Compare the presentation of information in two informational texts. Compare the presentation of ideas, events, or author's purpose in two Grade 6 informational texts on the same topic.</p>
<p>6.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives.</p>	<p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 6 informational text and explain how it is conveyed in the text.*</p> <p>Compare topic and theme in two literary texts. Compare the approaches to similar topics and themes in two Grade 6 literary texts of different genres.*</p>
<p>6.3.R.2 Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.</p>	<p>Compare topic and theme in two literary texts. Compare the approaches to similar topics and themes in two Grade 6 literary texts of different genres.*</p> <p>Compare the presentation of information in two informational texts. Compare the presentation of ideas, events, or author's purpose in two Grade 6 informational texts on the same topic.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 6 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>6.3.R.2 Students will evaluate how perspective . . . affects . . . informational texts.</p>	<p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 6 informational text and explain how it is conveyed in the text.</p>
<p>6.3.R.2 Students will evaluate how perspective . . . affects . . . literary . . . texts.</p>	<p>Identify narrator's point of view in literary text. Identify how an author develops the point of view of a narrator, speaker, or character, including the influence of multiple narrators and shifts in point of view, in Grade 6 literary text.</p>
<p>6.3.R.3.a Students will analyze how literary elements contribute to the meaning of a literary text: setting</p>	<p>Analyze settings in literary text. Analyze how the setting, including historical and cultural settings, influences character and plot development in Grade 6 literary text.</p> <p>Analyze structure in literary text. Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a Grade 6 literary text and contributes to the development of the theme, setting, or plot.*</p>
<p>6.3.R.3.b Students will analyze how literary elements contribute to the meaning of a literary text: plot</p>	<p>Analyze plot elements in literary text. Identify and analyze how a particular plot in Grade 6 literary text unfolds in a series of episodes around a problem, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.</p> <p>Analyze characters in literary text. Analyze characterization in Grade 6 literary text, including how characters respond, interact, or change as the plot moves toward a resolution.*</p> <p>Analyze settings in literary text. Analyze how the setting, including historical and</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 6 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>cultural settings, influences character and plot development in Grade 6 literary text.*</p> <p>Analyze structure in literary text. Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a Grade 6 literary text and contributes to the development of the theme, setting, or plot.*</p>
<p>6.3.R.3.c Students will analyze how literary elements contribute to the meaning of a literary text: characters (i.e., protagonist, antagonist)</p>	<p>Analyze characters in literary text. Analyze characterization in Grade 6 literary text, including how characters respond, interact, or change as the plot moves toward a resolution.</p> <p>Analyze settings in literary text. Analyze how the setting, including historical and cultural settings, influences character and plot development in Grade 6 literary text.*</p>
<p>6.3.R.3.d Students will analyze how literary elements contribute to the meaning of a literary text: characterization</p>	<p>Analyze characters in literary text. Analyze characterization in Grade 6 literary text, including how characters respond, interact, or change as the plot moves toward a resolution.</p> <p>Analyze settings in literary text. Analyze how the setting, including historical and cultural settings, influences character and plot development in Grade 6 literary text.*</p>
<p>6.3.R.3.e Students will analyze how literary elements contribute to the meaning of a literary text: conflict (i.e., internal, external)</p>	<p>Analyze characters in literary text. Analyze characterization in Grade 6 literary text, including how characters respond, interact, or change as the plot moves toward a resolution.*</p> <p>Analyze plot elements in literary text. Identify and analyze how a particular plot in Grade 6 literary text unfolds in a series of</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 6 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	episodes around a problem, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.*
6.3.R.3.f Students will analyze how literary elements contribute to the meaning of a literary text: point of view (i.e., third person limited and omniscient)	Identify narrator's point of view in literary text. Identify how an author develops the point of view of a narrator, speaker, or character, including the influence of multiple narrators and shifts in point of view, in Grade 6 literary text.
6.3.R.4.a Students will analyze how literary devices contribute to the meaning of a text: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 6 literary text and how it contributes to the meaning and tone of the text.</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 6 informational text and how it contributes to the meaning and tone of the text.</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or personification.*</p>
6.3.R.4.b Students will analyze how literary devices contribute to the meaning of a text: sound devices (i.e., onomatopoeia, alliteration)	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 6 literary text and how it contributes to the meaning and tone of the text.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary</p>

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 6 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	device in Grade 6 informational text and how it contributes to the meaning and tone of the text.*
6.3.R.5 Students will identify literary elements and devices that impact a text's theme.	<p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 6 literary text and identify how each is developed and conveyed through particular details.*</p> <p>Analyze structure in literary text. Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a Grade 6 literary text and contributes to the development of the theme, setting, or plot.*</p> <p>Compare topic and theme in two literary texts. Compare the approaches to similar topics and themes in two Grade 6 literary texts of different genres.*</p> <p>Interpret author's use of language in literary text. Interpret an author's use of connotations, or shades of meaning, in Grade 6 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.*</p> <p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 6 literary text and how it contributes to the meaning and tone of the text.*</p>
6.3.R.6 Students will categorize facts included in an argument as for or against an issue.	<p>Evaluate argument in informational text. Analyze how an author develops an argument using reasons and evidence to support specific claims in Grade 6 informational text, distinguishing claims</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 6 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	that are supported by reasons and evidence from claims that are not.*
6.3.R.7.a Students will analyze how informational text structures support the author's purpose: compare/contrast	Analyze text structure in informational text. Analyze the overall text structure an author uses to organize a Grade 6 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.*
6.3.R.7.b Students will analyze how informational text structures support the author's purpose: cause/effect	Analyze text structure in informational text. Analyze the overall text structure an author uses to organize a Grade 6 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.*
6.3.R.7.c Students will analyze how informational text structures support the author's purpose: problem/solution	Analyze text structure in informational text. Analyze the overall text structure an author uses to organize a Grade 6 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.*
6.3.R.7.d Students will analyze how informational text structures support the author's purpose: description	Analyze text structure in informational text. Analyze the overall text structure an author uses to organize a Grade 6 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.*
6.3.R.7.e Students will analyze how informational text structures support the author's purpose: sequential	Analyze text structure in informational text. Analyze the overall text structure an author uses to organize a Grade 6 informational text. Evaluate how a particular sentence, paragraph, or section fits into the overall structure and contributes to the development of ideas.*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 6 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>6.3.R.8 Students will analyze one or more ideas from a text, providing textual evidence to support their inferences.</p>	<p>Cite textual evidence in literary text. Identify facts and details or cite explicit statements from Grade 6 literary text to explain what the text says explicitly or to support inferences made about the text.</p> <p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 6 literary text.</p> <p>Cite textual evidence in informational text. Identify facts and details or cite explicit statements from Grade 6 informational text to explain what the text says explicitly or to support inferences made about the text.</p> <p>Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 6 informational text.</p>
<p>6.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or personification.*</p>
<p>6.4.R.2 Students will use . . . connotation . . . to determine . . . the meaning of words . . .</p>	<p>Interpret author's use of language in literary text. Interpret an author's use of connotations, or shades of meaning, in Grade 6 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.</p> <p>Interpret author's use of language in informational text. Interpret an author's</p>

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 6 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	use of connotations, or shades of meaning, in Grade 6 informational text. Interpret the impact of an author's specific word choice on mood or tone in informational text.
6.4.R.2 Students will use context clues . . . and denotation to determine or clarify the meaning of words . . .	<p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 6 literary text, including academic and/or domain-specific words.</p> <p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 6 informational text, including academic and/or domain-specific words.</p> <p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 6 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p>
6.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or personification.*</p>
6.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words.	<p>Use prefixes, suffixes, and word roots. Use common, grade-appropriate prefixes (such as, but not limited to, <i>sub-</i>, <i>super-</i>, <i>auto-</i>, <i>ad-</i>, <i>co-</i>, <i>com-</i>); suffixes (such as, but not limited to, <i>-ship</i>, <i>-ern</i>, <i>-ary</i>, <i>-ist</i>, <i>-ish</i>); and word roots (such as, but not limited to, <i>min</i>, <i>graph</i>, <i>photo</i>, <i>bene</i>, <i>vac</i>, <i>jur/jus</i>) to determine the meaning of words and phrases.</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 6 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>6.7.R Students will compare and contrast . . . a variety of alphabetic . . . content from various perspectives.</p>	<p>Compare the presentation of information in two informational texts. Compare the presentation of ideas, events, or author's purpose in two Grade 6 informational texts on the same topic.</p> <p>Compare topic and theme in two literary texts. Compare the approaches to similar topics and themes in two Grade 6 literary texts of different genres.</p>
<p>6.7.R Students will compare and contrast . . . a variety of alphabetic, aural, [and/or] visual . . . content from various perspectives.</p>	<p>Compare literary text to multimedia presentations of the text. Compare the experience of reading a Grade 6 literary text to listening to or viewing an audio or video presentation of the text.</p>
<p>6.7.R Students will compare and contrast the effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.</p>	<p>Integrate information from multiple informational sources. Analyze Grade 6 informational text and integrate quantitative or technical data from other media or formats to understand key facts or information about a topic.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 7

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>7.2.R.1 Students will . . . [determine] main idea and key details, to demonstrate comprehension within . . . texts.</p>	<p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 7 literary text and analyze their development and relationship to the characters, setting, and plot.</p> <p>Determine central idea and supporting ideas in informational text. Determine the central idea or multiple main ideas of a Grade 7 informational text, including the development and relationship to supporting details.</p>
<p>7.2.R.1 Students will summarize alphabetic . . . texts . . . to demonstrate comprehension within . . . texts.</p>	<p>Summarize literary text. Summarize a story, poem, or other Grade 7 literary text.</p>
<p>7.2.R.1 Students will summarize alphabetic . . . texts, including main idea and key details, to demonstrate comprehension within . . . texts.</p>	<p>Summarize informational text. Summarize Grade 7 informational text, identifying the central idea and the supporting ideas.</p>
<p>7.2.R.1 Students will summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension within and between texts.</p>	<p>Compare fictional portrayals to historical accounts of the same topic. Compare a Grade 7 fictional portrayal of a time, place, or character and a Grade 7 historical account of the same period as a means of understanding how authors of fiction use or alter history.*</p> <p>Compare the presentation of information in two informational texts. Compare how two authors writing about the same topic emphasize different evidence or advance different interpretations of facts to shape their presentations in Grade 7 informational text.*</p> <p>Compare literary text to multimedia presentations of the text. Compare a Grade</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 7 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>7 literary text to an audio, video, or other artistic presentation of the text, analyzing the effects of techniques that are unique to each medium.*</p> <p>Compare informational text to multimedia presentations of the text. Compare a Grade 7 informational text to an audio, video, or other artistic presentation of the text, analyzing each medium's portrayal of the subject.*</p>
<p>7.3.R.1 Students will read works written on the same topic from a variety of . . . perspectives and compare the methods the authors use to achieve their purposes.</p>	<p>Compare fictional portrayals to historical accounts of the same topic. Compare a Grade 7 fictional portrayal of a time, place, or character and a Grade 7 historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Compare the presentation of information in two informational texts. Compare how two authors writing about the same topic emphasize different evidence or advance different interpretations of facts to shape their presentations in Grade 7 informational text.</p>
<p>7.3.R.2 Students will evaluate how perspective (e.g., historical . . .) affects . . . literary . . . texts.</p>	<p>Compare fictional portrayals to historical accounts of the same topic. Compare a Grade 7 fictional portrayal of a time, place, or character and a Grade 7 historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
<p>7.3.R.2 Students will evaluate how perspective . . . affects . . . informational texts.</p>	<p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 7 informational text. Analyze how</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 7 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>the author distinguishes his or her position from that of others.</p> <p>Compare the presentation of information in two informational texts. Compare how two authors writing about the same topic emphasize different evidence or advance different interpretations of facts to shape their presentations in Grade 7 informational text.</p>
<p>7.3.R.2 Students will evaluate how perspective . . . affects . . . literary . . . texts.</p>	<p>Analyze point of view in literary text. Analyze how an author contrasts different points of view in Grade 7 literary text (such as a narrator and characters or the audience and the reader; unreliable narrators; shifts in point of view; first-person and third-person point of view; limited and omniscient point of view).</p>
<p>7.3.R.3.a Students will analyze literary elements to support an interpretation of a text: setting</p>	<p>Interpret relationships among story elements in literary text. Analyze how the setting, including historical and cultural settings, shapes characters and plot events, or how characters' actions, motivations, and/or conflicts advance the plot development in Grade 7 literary text.*</p> <p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 7 literary text and analyze their development and relationship to the characters, setting, and plot.*</p> <p>Compare fictional portrayals to historical accounts of the same topic. Compare a Grade 7 fictional portrayal of a time, place, or character and a Grade 7 historical account of the same period as a means of</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 7 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	understanding how authors of fiction use or alter history.*
7.3.R.3.b Students will analyze literary elements to support an interpretation of a text: plot	<p>Interpret relationships among story elements in literary text. Analyze how the setting, including historical and cultural settings, shapes characters and plot events, or how characters' actions, motivations, and/or conflicts advance the plot development in Grade 7 literary text.*</p> <p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 7 literary text and analyze their development and relationship to the characters, setting, and plot.*</p>
7.3.R.3.c Students will analyze literary elements to support an interpretation of a text: characters (i.e., protagonist, antagonist)	<p>Analyze characters in literary text. Analyze characterization and motivation in Grade 7 literary text through the narrator's description and/or the thoughts, words, and actions of the characters.</p> <p>Interpret relationships among story elements in literary text. Analyze how the setting, including historical and cultural settings, shapes characters and plot events, or how characters' actions, motivations, and/or conflicts advance the plot development in Grade 7 literary text.*</p> <p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 7 literary text and analyze their development and relationship to the characters, setting, and plot.*</p> <p>Compare fictional portrayals to historical accounts of the same topic. Compare a Grade 7 fictional portrayal of a time,</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 7 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	place, or character and a Grade 7 historical account of the same period as a means of understanding how authors of fiction use or alter history.*
7.3.R.3.d Students will analyze literary elements to support an interpretation of a text: characterization	<p>Analyze characters in literary text. Analyze characterization and motivation in Grade 7 literary text through the narrator's description and/or the thoughts, words, and actions of the characters.</p> <p>Interpret relationships among story elements in literary text. Analyze how the setting, including historical and cultural settings, shapes characters and plot events, or how characters' actions, motivations, and/or conflicts advance the plot development in Grade 7 literary text.*</p> <p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 7 literary text and analyze their development and relationship to the characters, setting, and plot.*</p> <p>Compare fictional portrayals to historical accounts of the same topic. Compare a Grade 7 fictional portrayal of a time, place, or character and a Grade 7 historical account of the same period as a means of understanding how authors of fiction use or alter history.*</p>
7.3.R.3.e Students will analyze literary elements to support an interpretation of a text: conflict (i.e., internal, external)	<p>Interpret relationships among story elements in literary text. Analyze how the setting, including historical and cultural settings, shapes characters and plot events, or how characters' actions, motivations, and/or conflicts advance the plot development in Grade 7 literary text.*</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 7 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Analyze characters in literary text. Analyze characterization and motivation in Grade 7 literary text through the narrator's description and/or the thoughts, words, and actions of the characters.*</p>
<p>7.3.R.3.f Students will analyze literary elements to support an interpretation of a text: point of view (i.e., third person limited and omniscient and second person)</p>	<p>Analyze point of view in literary text. Analyze how an author contrasts different points of view in Grade 7 literary text (such as a narrator and characters or the audience and the reader; unreliable narrators; shifts in point of view; first-person and third-person point of view; limited and omniscient point of view).</p>
<p>7.3.R.4.a Students will analyze literary devices to support an interpretation of a text: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)</p>	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 7 literary text and how it contributes to the meaning and tone of the text.</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 7 informational text and how it contributes to the meaning and tone of the text.</p> <p>Interpret author's use of language in literary text. Interpret an author's use of connotations, or shades of meaning, and/or descriptive language in Grade 7 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.*</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of multiple-</p>

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 7 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or allusions.*</p> <p>Interpret author's use of language in informational text. Interpret an author's use of connotations, or shades of meaning, and/or descriptive language in Grade 7 informational text. Interpret the impact of an author's specific word choice on mood or tone in informational text.*</p>
<p>7.3.R.4.b Students will analyze literary devices to support an interpretation of a text: sound devices (i.e., onomatopoeia, alliteration)</p>	<p>Analyze literary devices in literary text. Analyze how rhymes and other repetitions of sounds, such as alliteration, have an impact on specific verses or stanzas of a Grade 7 poem or on sections of a Grade 7 story or drama.</p> <p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 7 literary text and how it contributes to the meaning and tone of the text.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 7 informational text and how it contributes to the meaning and tone of the text.*</p>
<p>7.3.R.4.c Students will analyze literary devices to support an interpretation of a text: verbal irony</p>	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 7 literary text and how it contributes to the meaning and tone of the text.*</p> <p>Understand word relationships. Recognize synonyms and antonyms.</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 7 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or allusions.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 7 informational text and how it contributes to the meaning and tone of the text.*</p>
<p>7.3.R.5 Students will identify literary elements and devices that impact a text's theme and mood.</p>	<p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 7 literary text and analyze their development and relationship to the characters, setting, and plot.*</p> <p>Analyze literary devices in literary text. Analyze how rhymes and other repetitions of sounds, such as alliteration, have an impact on specific verses or stanzas of a Grade 7 poem or on sections of a Grade 7 story or drama.*</p> <p>Interpret author's use of language in literary text. Interpret an author's use of connotations, or shades of meaning, and/or descriptive language in Grade 7 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.*</p> <p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 7 literary text and how it contributes to the meaning and tone of the text.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 7 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or allusions.*</p>
<p>7.3.R.6 Students will distinguish factual claims from opinions.</p>	<p>Distinguish fact and opinion in informational text. Distinguish facts, supported inferences, and opinions in Grade 7 informational text.</p> <p>Evaluate argument in informational text. Identify and evaluate the argument and the specific claims that an author makes in Grade 7 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims.*</p>
<p>7.3.R.7.a Students will analyze how informational text structures support the author's purpose: compare/contrast</p>	<p>Analyze text structure in informational text. Analyze the overall text structure an author uses to organize a Grade 7 informational text. Evaluate how particular sentences, paragraphs, major sections, or text features contribute to the development of ideas or convey the author's purpose.*</p>
<p>7.3.R.7.b Students will analyze how informational text structures support the author's purpose: cause/effect</p>	<p>Analyze text structure in informational text. Analyze the overall text structure an author uses to organize a Grade 7 informational text. Evaluate how particular sentences, paragraphs, major sections, or text features contribute to the development of ideas or convey the author's purpose.*</p>
<p>7.3.R.7.c Students will analyze how informational text structures support the author's purpose: problem/solution</p>	<p>Analyze text structure in informational text. Analyze the overall text structure an author uses to organize a Grade 7 informational text. Evaluate how particular sentences, paragraphs, major sections, or</p>

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 7 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	text features contribute to the development of ideas or convey the author's purpose.*
7.3.R.7.d Students will analyze how informational text structures support the author's purpose: description	Analyze text structure in informational text. Analyze the overall text structure an author uses to organize a Grade 7 informational text. Evaluate how particular sentences, paragraphs, major sections, or text features contribute to the development of ideas or convey the author's purpose.*
7.3.R.7.e Students will analyze how informational text structures support the author's purpose: sequential	Analyze text structure in informational text. Analyze the overall text structure an author uses to organize a Grade 7 informational text. Evaluate how particular sentences, paragraphs, major sections, or text features contribute to the development of ideas or convey the author's purpose.*
7.3.R.8 Students will analyze . . . ideas from a text, providing textual evidence to support their inferences.	Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 7 literary text. Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 7 informational text.
7.3.R.8 Students will analyze multiple ideas from a text, providing textual evidence to support their inferences.	Cite textual evidence in literary text. Identify facts and details or cite explicit statements from Grade 7 literary text to explain what the text says explicitly or to support inferences made about the text. Cite textual evidence in informational text. Identify facts and details or cite explicit statements from Grade 7 informational text to explain what the text says explicitly or to support inferences made about the text.

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 7 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>7.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or allusions.*</p>
<p>7.4.R.2 Students will use . . . connotation . . . to determine . . . the meaning of words . . .</p>	<p>Interpret author's use of language in literary text. Interpret an author's use of connotations, or shades of meaning, and/or descriptive language in Grade 7 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.</p> <p>Interpret author's use of language in informational text. Interpret an author's use of connotations, or shades of meaning, and/or descriptive language in Grade 7 informational text. Interpret the impact of an author's specific word choice on mood or tone in informational text.</p>
<p>7.4.R.2 Students will use context clues . . . and denotation to determine or clarify the meaning of words . . .</p>	<p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 7 literary text, including academic and/or domain-specific words.</p> <p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 7 informational text, including academic and/or domain-specific words.</p> <p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 7 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 7 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>7.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, or allusions.*</p>
<p>7.4.R.3 Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.</p>	<p>Use prefixes, suffixes, and word roots. Use common, grade-appropriate prefixes (such as, but not limited to, <i>circum-</i>, <i>counter-</i>, <i>hemi-</i>, <i>poly-</i>, <i>ultra-</i>); suffixes (such as, but not limited to, <i>-ic</i>, <i>-cracy</i>, <i>-ide</i>, <i>-hood</i>, <i>-ure</i>); and word roots (such as, but not limited to, <i>log/logue</i>, <i>gen</i>, <i>vid/vis</i>, <i>phil</i>, <i>sens/sent</i>) to determine the meaning of words and phrases.</p>
<p>7.7.R Students will compare and contrast . . . a variety of alphabetic . . . content from various perspectives.</p>	<p>Compare fictional portrayals to historical accounts of the same topic. Compare a Grade 7 fictional portrayal of a time, place, or character and a Grade 7 historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
<p>7.7.R Students will compare and contrast the . . . techniques used in a variety of alphabetic . . . content from various perspectives.</p>	<p>Compare the presentation of information in two informational texts. Compare how two authors writing about the same topic emphasize different evidence or advance different interpretations of facts to shape their presentations in Grade 7 informational text.</p>
<p>7.7.R Students will compare and contrast the . . . techniques used in a variety of alphabetic, aural, [and/or] visual . . . content from various perspectives.</p>	<p>Compare informational text to multimedia presentations of the text. Compare a Grade 7 informational text to an audio, video, or other artistic presentation of the text, analyzing each medium's portrayal of the subject.</p>
<p>7.7.R Students will compare and contrast the effectiveness of techniques used</p>	<p>Compare literary text to multimedia presentations of the text. Compare a Grade</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 7 (continued)

	Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	in a variety of alphabetic, aural, [and/or] visual . . . content from various perspectives.	7 literary text to an audio, video, or other artistic presentation of the text, analyzing the effects of techniques that are unique to each medium.


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 8

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>8.2.R.1 Students will summarize alphabetic . . . texts . . . to demonstrate comprehension within . . . texts.</p>	<p>Summarize literary text. Summarize a story, poem, or other Grade 8 literary text.</p> <p>Summarize informational text. Summarize Grade 8 informational text, identifying the central idea and the supporting ideas.</p>
<p>8.2.R.1 Students will summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts.</p>	<p>Compare literary text to multimedia presentations of the text. Compare a Grade 8 literary text to an audio or video presentation of the text, analyzing the extent to which the multimedia version follows or departs from the text.*</p> <p>Compare informational text to multimedia presentations that present the same topic. Evaluate the advantages and disadvantages of using different mediums, such as text, audio, video, and/or other artistic works, to present information about a particular Grade 8 topic or idea. *</p> <p>Analyze literary allusions. Analyze how a modern author draws on character types, patterns of events, or themes from myths, traditional stories, or religious works in one or more Grade 8 literary texts.*</p> <p>Analyze conflicting information in two informational sources. Analyze two Grade 8 informational sources that provide conflicting information on the same topic and identify where the sources disagree on matters of fact or interpretation.*</p>
<p>8.3.R.1 Students will analyze works written on the same topic from a variety of . . . perspectives . . .</p>	<p>Analyze conflicting information in two informational sources. Analyze two Grade 8 informational sources that provide</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 8 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	conflicting information on the same topic and identify where the sources disagree on matters of fact or interpretation.
8.3.R.1 Students will analyze works written on the same topic from a variety of . . . perspectives and analyze the methods the authors use to achieve their purposes.	Analyze literary allusions. Analyze how a modern author draws on character types, patterns of events, or themes from myths, traditional stories, or religious works in one or more Grade 8 literary texts.
8.3.R.2 Students will evaluate perspectives (e.g., historical, cultural, ethnic, and global) and describe how they affect various literary and informational texts.	Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 8 informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.* Analyze literary allusions. Analyze how a modern author draws on character types, patterns of events, or themes from myths, traditional stories, or religious works in one or more Grade 8 literary texts.*
8.3.R.2 Students will evaluate perspectives . . . and describe how they affect various . . . informational texts.	Analyze conflicting information in two informational sources. Analyze two Grade 8 informational sources that provide conflicting information on the same topic and identify where the sources disagree on matters of fact or interpretation.
8.3.R.2 Students will evaluate perspectives . . . and describe how they affect various literary . . . texts.	Analyze point of view or perspective in literary text. Analyze how an author contrasts points of view (such as narrator and characters or audience and reader; first-person and third-person; limited and omniscient point of view) in Grade 8 literary text and how different points of view or perspectives are developed or create such effects as suspense, irony, or humor.


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 8 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>8.3.R.3.a Students will analyze literary elements to support interpretations of a literary text: setting</p>	<p>Analyze settings in literary text. Analyze the setting, including historical and cultural settings, and how the setting influences the plot and the values or beliefs of characters in Grade 8 literary text.</p> <p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 8 literary text and analyze their development and relationship to the characters, setting, and plot.*</p>
<p>8.3.R.3.b Students will analyze literary elements to support interpretations of a literary text: plot</p>	<p>Analyze plot elements in literary text. Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, or climax, in Grade 8 literary text.</p> <p>Analyze characters in literary text. Analyze characterization and motivation in Grade 8 literary text. Evaluate how particular lines of dialogue or incidents in the plot propel the action, reveal aspects of a character, or provoke a decision. *</p> <p>Analyze settings in literary text. Analyze the setting, including historical and cultural settings, and how the setting influences the plot and the values or beliefs of characters in Grade 8 literary text.*</p> <p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 8 literary text and analyze their development and relationship to the characters, setting, and plot.*</p>
<p>8.3.R.3.c Students will analyze literary elements to support interpretations of a</p>	<p>Analyze characters in literary text. Analyze characterization and motivation in Grade 8 literary text. Evaluate how</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 8 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
literary text: characters (i.e., protagonist, antagonist)	<p>particular lines of dialogue or incidents in the plot propel the action, reveal aspects of a character, or provoke a decision. *</p> <p>Analyze settings in literary text. Analyze the setting, including historical and cultural settings, and how the setting influences the plot and the values or beliefs of characters in Grade 8 literary text.*</p> <p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 8 literary text and analyze their development and relationship to the characters, setting, and plot.*</p>
8.3.R.3.d Students will analyze literary elements to support interpretations of a literary text: characterization	<p>Analyze characters in literary text. Analyze characterization and motivation in Grade 8 literary text. Evaluate how particular lines of dialogue or incidents in the plot propel the action, reveal aspects of a character, or provoke a decision. *</p> <p>Analyze settings in literary text. Analyze the setting, including historical and cultural settings, and how the setting influences the plot and the values or beliefs of characters in Grade 8 literary text.*</p> <p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 8 literary text and analyze their development and relationship to the characters, setting, and plot.*</p>
8.3.R.3.e Students will analyze literary elements to support interpretations of a literary text: conflict (i.e., internal, external)	<p>Analyze plot elements in literary text. Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, or climax, in Grade 8 literary text.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 8 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Analyze characters in literary text. Analyze characterization and motivation in Grade 8 literary text. Evaluate how particular lines of dialogue or incidents in the plot propel the action, reveal aspects of a character, or provoke a decision. *</p>
<p>8.3.R.3.f Students will analyze literary elements to support interpretations of a literary text: point of view (i.e., third person limited and omniscient, second person, and unreliable narrator)</p>	<p>Analyze point of view or perspective in literary text. Analyze how an author contrasts points of view (such as narrator and characters or audience and reader; first-person and third-person; limited and omniscient point of view) in Grade 8 literary text and how different points of view or perspectives are developed or create such effects as suspense, irony, or humor.</p>
<p>8.3.R.4.a Students will analyze literary devices to support interpretations of a text: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)</p>	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 8 literary text and how it contributes to the meaning of the text.</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 8 informational text and how it contributes to the meaning of the text.</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, puns, or irony.*</p>
<p>8.3.R.4.b Students will analyze literary devices to support interpretations of a</p>	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 8 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
text: sound devices (i.e., onomatopoeia, alliteration)	<p>8 literary text and how it contributes to the meaning of the text.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 8 informational text and how it contributes to the meaning of the text.*</p>
8.3.R.4.c Students will analyze literary devices to support interpretations of a text: verbal and situational irony	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 8 literary text and how it contributes to the meaning of the text.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 8 informational text and how it contributes to the meaning of the text.*</p> <p>Analyze point of view or perspective in literary text. Analyze how an author contrasts points of view (such as narrator and characters or audience and reader; first-person and third-person; limited and omniscient point of view) in Grade 8 literary text and how different points of view or perspectives are developed or create such effects as suspense, irony, or humor.*</p> <p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, puns, or irony.*</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 8 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>8.3.R.5 Students will identify literary elements and devices that impact a text's theme, mood, and tone.</p>	<p>Determine theme in literary text. Determine the theme(s) or central idea(s) in Grade 8 literary text and analyze their development and relationship to the characters, setting, and plot.*</p> <p>Analyze point of view or perspective in literary text. Analyze how an author contrasts points of view (such as narrator and characters or audience and reader; first-person and third-person; limited and omniscient point of view) in Grade 8 literary text and how different points of view or perspectives are developed or create such effects as suspense, irony, or humor.*</p> <p>Interpret author's use of language in literary text. Interpret an author's use of connotations, or shades of meaning, in Grade 8 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.*</p> <p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 8 literary text and how it contributes to the meaning of the text.*</p>
<p>8.3.R.6 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</p>	<p>Evaluate argument in informational text. Identify and evaluate the argument and the specific claims that an author makes in Grade 8 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims. Identify irrelevant evidence.</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 8 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
8.3.R.7.a Students will analyze how informational text structures support the author's purpose: compare/contrast	Analyze text structure in informational text. Analyze the structure of Grade 8 informational text, including how particular sentences, paragraphs, sections, or text features contribute to the development of key concepts or convey the author's purpose.*
8.3.R.7.b Students will analyze how informational text structures support the author's purpose: cause/effect	Analyze text structure in informational text. Analyze the structure of Grade 8 informational text, including how particular sentences, paragraphs, sections, or text features contribute to the development of key concepts or convey the author's purpose.*
8.3.R.7.c Students will analyze how informational text structures support the author's purpose: problem/solution	Analyze text structure in informational text. Analyze the structure of Grade 8 informational text, including how particular sentences, paragraphs, sections, or text features contribute to the development of key concepts or convey the author's purpose.*
8.3.R.7.d Students will analyze how informational text structures support the author's purpose: description	Analyze text structure in informational text. Analyze the structure of Grade 8 informational text, including how particular sentences, paragraphs, sections, or text features contribute to the development of key concepts or convey the author's purpose.*
8.3.R.7.e Students will analyze how informational text structures support the author's purpose: sequential	Analyze text structure in informational text. Analyze the structure of Grade 8 informational text, including how particular sentences, paragraphs, sections, or text features contribute to the development of key concepts or convey the author's purpose.*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 8 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>8.3.R.8 Students will . . . [provide] textual evidence to support their inferences.</p>	<p>Make inferences based on textual evidence in literary text. Draw conclusions or make inferences in Grade 8 literary text.</p> <p>Make inferences based on textual evidence in informational text. Draw conclusions or make inferences in Grade 8 informational text.</p>
<p>8.3.R.8 Students will compare or contrast two or more texts, providing textual evidence to support their inferences.</p>	<p>Compare structure of two literary texts. Compare the structure of two Grade 8 literary texts and analyze how the differing structure of each text contributes to its overall meaning or style.</p> <p>Analyze conflicting information in two informational sources. Analyze two Grade 8 informational sources that provide conflicting information on the same topic and identify where the sources disagree on matters of fact or interpretation.</p> <p>Analyze literary allusions. Analyze how a modern author draws on character types, patterns of events, or themes from myths, traditional stories, or religious works in one or more Grade 8 literary texts.*</p> <p>Cite textual evidence in literary text. Cite several pieces of textual evidence that strongly support analysis of Grade 8 literary text.*</p> <p>Cite textual evidence in informational text. Cite several pieces of textual evidence that strongly support analysis of Grade 8 informational text.*</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 8 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>8.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, puns, or irony.*</p>
<p>8.4.R.2 Students will use . . . connotation . . . to determine . . . the meaning of words . . .</p>	<p>Interpret author's use of language in literary text. Interpret an author's use of connotations, or shades of meaning, in Grade 8 literary text. Interpret the impact of an author's specific word choice on mood or tone in literary text.</p> <p>Interpret author's use of language in informational text. Interpret an author's use of connotations, or shades of meaning, in Grade 8 informational text. Interpret the impact of an author's specific word choice on mood or tone in informational text.</p>
<p>8.4.R.2 Students will use context clues . . . and denotation to determine or clarify the meaning of words . . .</p>	<p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 8 literary text, including academic and/or domain-specific words.</p> <p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 8 informational text, including academic and/or domain-specific words.</p> <p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 8 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.</p>
<p>8.4.R.2 Students will use context clues, connotation, and denotation to determine or</p>	<p>Understand word relationships. Recognize synonyms and antonyms.</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 8 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
clarify the meaning of words or distinguish among multiple-meaning words.	Demonstrate understanding of multiple-meaning words, analogies, shades of meaning, and figurative language, such as similes, metaphors, idioms, puns, or irony.*
8.4.R.3 Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.	Use prefixes, suffixes, and word roots. Use common, grade-appropriate prefixes (such as, but not limited to, <i>a-</i> , <i>ab-</i> , <i>ante-</i> , <i>eu-</i> , <i>hyper-</i> , <i>peri-</i> , <i>sym-</i>); suffixes (such as, but not limited to, <i>-ite</i> , <i>-logy</i> , <i>-ify</i> , <i>-ancy</i>); and word roots (such as, but not limited to, <i>ast</i> , <i>qui</i> , <i>path</i> , <i>mand/mend</i> , <i>duc/duct</i>) to determine the meaning of words and phrases.
8.7.R Students will determine the intended purposes of techniques used for rhetorical effects in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.	Compare informational text to multimedia presentations that present the same topic. Evaluate the advantages and disadvantages of using different mediums, such as text, audio, video, and/or other artistic works, to present information about a particular Grade 8 topic or idea. * Compare literary text to multimedia presentations of the text. Compare a Grade 8 literary text to an audio or video presentation of the text, analyzing the extent to which the multimedia version follows or departs from the text.* Analyze conflicting information in two informational sources. Analyze two Grade 8 informational sources that provide conflicting information on the same topic and identify where the sources disagree on matters of fact or interpretation.*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 9

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>9.2.R.1 Students will . . . [determine] the main [idea] and paraphrase significant parts of increasingly complex texts.</p>	<p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea.</p> <p>Determine central idea and supporting ideas in informational text. Determine the central idea in Grade 9 informational text and how specific details contribute to the development of the central idea.</p>
<p>9.2.R.1 Students will summarize . . . increasingly complex texts.</p>	<p>Summarize literary text. Summarize a story, poem, or other Grade 9 literary text.</p>
<p>9.2.R.1 Students will summarize the main [idea] and paraphrase significant parts of increasingly complex texts.</p>	<p>Summarize informational text. Summarize Grade 9 informational text, identifying the central idea and supporting ideas.</p>
<p>9.3.R.1 Students will analyze the extent to which . . . cultural, and/or global perspectives affect . . . grade-level literary . . . texts.</p>	<p>Analyze point of view in literary text. Analyze a particular point of view or cultural experience reflected in a Grade 9 literary text drawn from a range of world literature.</p>
<p>9.3.R.1 Students will analyze the extent to which . . . perspectives affect authors' stylistic choices in grade-level . . . informational texts.</p>	<p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.</p>
<p>9.3.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.</p>	<p>Analyze point of view in literary text. Analyze a particular point of view or cultural experience reflected in a Grade 9 literary text drawn from a range of world literature.</p> <p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 9 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.
9.3.R.3.a Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: setting	<p>Analyze settings in literary text. Analyze the setting, including historical and cultural settings, and how the setting influences theme in Grade 9 literary text.</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *</p>
9.3.R.3.b Students will evaluate . . . literary elements . . . , using textual evidence: plot structure (e.g., foreshadowing, flashback, in media res)	<p>Analyze plot elements in literary text. Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 9 literary text.</p>
9.3.R.3.b Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: plot structure (e.g., foreshadowing, flashback, in media res)	<p>Analyze structural elements in literary text. Analyze how the author structures text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 9 literary texts.</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *</p>
9.3.R.3.c Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: conflict (i.e., internal, external)	<p>Analyze characters in literary text. Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 9 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 9 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Determine theme in literary text. Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *
9.3.R.3.d Students will evaluate . . . literary elements . . . , using textual evidence: characters (e.g., protagonist, antagonist)	Analyze characters in literary text. Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 9 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.
9.3.R.3.d Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: characters (e.g., protagonist, antagonist)	Determine theme in literary text. Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *
9.3.R.3.e Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: characterization (i.e., direct, indirect)	Analyze characters in literary text. Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 9 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.* Determine theme in literary text. Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *
9.3.R.3.f Students will evaluate . . . literary elements . . . , using textual evidence: point of view (e.g., narrator reliability)	Analyze point of view in literary text. Analyze a particular point of view or cultural experience reflected in a Grade 9 literary text drawn from a range of world literature.
9.3.R.3.f Students will evaluate how literary elements impact theme, mood, and/or tone,	Determine theme in literary text. Determine the theme or central idea in one

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 9 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
using textual evidence: point of view (e.g., narrator reliability)	or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *
9.3.R.3.g Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: archetypes	<p>Analyze characters in literary text. Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 9 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.*</p> <p>Analyze literary allusions. Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 9 literary texts and/or artistic mediums.*</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *</p>
9.3.R.4.a Students will evaluate how literary devices impact . . . [meaning], using textual evidence: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 9 literary text and how it contributes to the meaning of the text.</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 9 informational text and how it contributes to the meaning of the text.</p>
9.3.R.4.a Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: figurative language	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language,</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 9 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
(i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)	<p>such as analogies, metaphors, or similes. (Grade 9)*</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *</p>
9.3.R.4.b Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: sound devices (i.e., onomatopoeia, alliteration, assonance)	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 9 literary text and how it contributes to the meaning of the text.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 9 informational text and how it contributes to the meaning of the text.*</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *</p>
9.3.R.4.c Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: irony (i.e., verbal, situational, dramatic)	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)*</p> <p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 9 literary text and how it contributes to the meaning of the text.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 9 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 9 informational text and how it contributes to the meaning of the text.*</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 9 literary texts, including how specific details help develop the theme or central idea. *</p>
<p>9.3.R.5.a Students will evaluate the validity of a speaker's argument: distinguish the kinds of evidence (e.g., logical, empirical, anecdotal)</p>	<p>Evaluate argument in informational text. Identify and evaluate the argument and the specific claims that an author makes in Grade 9 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.*</p>
<p>9.3.R.5.b Students will evaluate the validity of a speaker's argument: distinguish substantiated from unsubstantiated claims</p>	<p>Evaluate argument in informational text. Identify and evaluate the argument and the specific claims that an author makes in Grade 9 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.</p>
<p>9.3.R.5.c Students will evaluate the validity of a speaker's argument: analyze rhetorical appeals (i.e., ethos, logos, pathos)</p>	<p>Evaluate argument in informational text. Identify and evaluate the argument and the specific claims that an author makes in Grade 9 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 9 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>makes. Identify false statements and flawed reasoning.*</p> <p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*</p>
<p>9.3.R.5.d Students will evaluate the validity of a speaker's argument: identify bias</p>	<p>Evaluate argument in informational text. Identify and evaluate the argument and the specific claims that an author makes in Grade 9 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.*</p>
<p>9.3.R.5.e Students will evaluate the validity of a speaker's argument: identify logical fallacies</p>	<p>Evaluate argument in informational text. Identify and evaluate the argument and the specific claims that an author makes in Grade 9 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.</p>
<p>9.3.R.6 Students will analyze how informational text structures support the author's purpose.</p>	<p>Analyze text structure in informational text. Analyze in detail the structure of Grade 9 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims.</p> <p>Analyze connections in informational text. Analyze how an author develops an analysis or series of ideas or events in Grade 9 informational text, including how</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 9 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	the author introduces, orders, and draws connections between each point.*
9.3.R.7 Students will analyze how two . . . texts address similar . . . topics, using textual evidence . . .	Compare point of view in two informational texts. Compare the point of view of two authors and how each treats the same or similar topics in Grade 9 informational text.
9.3.R.7 Students will analyze how two or more texts address similar themes or topics, using textual evidence . . .	Analyze literary elements in historical documents. Analyze how U.S. historical documents suitable to Grade 9 use literary techniques to develop themes and concepts appropriate to a particular historical situation.
9.3.R.7 Students will analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.	<p>Analyze literary allusions. Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 9 literary texts and/or artistic mediums.*</p> <p>Cite textual evidence in literary text. Cite several pieces of textual evidence from Grade 9 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p>Make inferences in literary text. Draw conclusions or make inferences in Grade 9 literary text, based on textual evidence.*</p> <p>Cite textual evidence in informational text. Cite several pieces of textual evidence from Grade 9 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p>Make inferences in informational text. Draw conclusions or make inferences in</p>

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 9 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Grade 9 informational text, based on textual evidence.*
9.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.	Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)*
9.4.R.2 Students will use . . . connotation . . . to determine . . . the meaning of words . . .	Interpret author's use of language in literary text. Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text. Interpret author's use of language in informational text. Interpret an author's use of connotations, or shades of meaning, in Grade 9 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.
9.4.R.2 Students will use context clues . . . and denotation to determine or clarify the meaning of words . . .	Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 9 literary text, including academic and/or domain-specific words. Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 9 informational text, including academic and/or domain-specific words.
9.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)*

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 9 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. *
9.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.	Use prefixes, suffixes, and word roots. Use grade-appropriate prefixes, suffixes, and Greek and Latin word roots to understand the meaning of general academic and domain-specific words, particularly words used in history, social studies, science, and technical subjects. (Grade 9)
9.4.R.4 Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, . . . pronunciation, . . . [and] parts of speech . . . of words . . .	Consult reference materials. Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 9)
9.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.	Analyze literary subject matter in multiple artistic mediums. Analyze Grade 9 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 10

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>10.2.R.1 Students will . . . [determine] the main [idea] and paraphrase significant parts of increasingly complex texts.</p>	<p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea.</p> <p>Determine central idea and supporting ideas in informational text. Determine the central idea in Grade 10 informational text and how specific details contribute to the development of the central idea.</p>
<p>10.2.R.1 Students will summarize . . . increasingly complex texts.</p>	<p>Summarize literary text. Summarize a story, poem, or other Grade 10 literary text.</p>
<p>10.2.R.1 Students will summarize the main [idea] and paraphrase significant parts of increasingly complex texts.</p>	<p>Summarize informational text. Summarize Grade 10 informational text, identifying the central idea and supporting ideas.</p>
<p>10.3.R.1 Students will analyze the extent to which . . . cultural, and/or global perspectives affect . . . grade-level literary . . . texts.</p>	<p>Analyze point of view in literary text. Analyze a particular point of view or cultural experience reflected in a Grade 10 literary text drawn from a range of world literature.</p>
<p>10.3.R.1 Students will analyze the extent to which . . . perspectives affect authors' stylistic choices in grade-level . . . informational texts.</p>	<p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.</p>
<p>10.3.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.</p>	<p>Analyze point of view in literary text. Analyze a particular point of view or cultural experience reflected in a Grade 10 literary text drawn from a range of world literature.</p> <p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 10 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.
10.3.R.3.a Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: setting	<p>Analyze settings in literary text. Analyze the setting, including historical and cultural settings, and how the setting influences theme in Grade 10 literary text.</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *</p>
10.3.R.3.b Students will evaluate . . . literary elements . . . , using textual evidence: plot structure (e.g., foreshadowing, flashback, in media res)	<p>Analyze plot elements in literary text. Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 10 literary text.</p>
10.3.R.3.b Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: plot structure (e.g., foreshadowing, flashback, in media res)	<p>Analyze structural elements in literary text. Analyze how the author structures text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 10 literary texts.</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *</p>
10.3.R.3.c Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: conflict (i.e., internal, external)	<p>Analyze characters in literary text. Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 10 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 10 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Analyze plot elements in literary text. Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 10 literary text. *</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *</p>
<p>10.3.R.3.d Students will evaluate . . . literary elements . . . , using textual evidence: characters (e.g., protagonist, antagonist)</p>	<p>Analyze characters in literary text. Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 10 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.</p>
<p>10.3.R.3.d Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: characters (e.g., protagonist, antagonist)</p>	<p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *</p>
<p>10.3.R.3.e Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: characterization (i.e., direct, indirect)</p>	<p>Analyze characters in literary text. Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 10 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.*</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 10 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
10.3.R.3.f Students will evaluate . . . literary elements . . . , using textual evidence: point of view (e.g., narrator reliability)	Analyze point of view in literary text. Analyze a particular point of view or cultural experience reflected in a Grade 10 literary text drawn from a range of world literature.
10.3.R.3.f Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: point of view (e.g., narrator reliability)	Determine theme in literary text. Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *
10.3.R.3.g Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: archetypes	Analyze characters in literary text. Analyze how complex characters, such as those with multiple or conflicting motivations, are developed in Grade 10 literary text, as well as how characters' actions, motivations, and/or conflicts advance the development of the plot.* Analyze literary allusions. Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 10 literary texts and/or artistic mediums.* Determine theme in literary text. Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *
10.3.R.4.a Students will evaluate how literary devices impact . . . [meaning], using textual evidence: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)	Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 10 literary text and how it contributes to the meaning of the text. Interpret figurative language in informational text. Interpret an author's

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 10 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	use of figurative language or other literary device in Grade 10 informational text and how it contributes to the meaning of the text.
10.3.R.4.a Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)*</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *</p>
10.3.R.4.b Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: sound devices (i.e., onomatopoeia, alliteration, assonance)	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 10 literary text and how it contributes to the meaning of the text.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 10 informational text and how it contributes to the meaning of the text.*</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *</p>
10.3.R.4.c Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: irony (i.e., verbal, situational, dramatic)	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language,</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 10 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>such as analogies, metaphors, or similes. (Grade 10)*</p> <p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 10 literary text and how it contributes to the meaning of the text.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 10 informational text and how it contributes to the meaning of the text.*</p> <p>Determine theme in literary text. Determine the theme or central idea in one or more Grade 10 literary texts, including how specific details help develop the theme or central idea. *</p>
<p>10.3.R.5.a Students will evaluate the validity of a speaker's argument: distinguish the kinds of evidence (e.g., logical, empirical, anecdotal)</p>	<p>Evaluate argument in informational text. Identify and evaluate the argument and the specific claims that an author makes in Grade 10 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.*</p>
<p>10.3.R.5.b Students will evaluate the validity of a speaker's argument: distinguish substantiated from unsubstantiated claims</p>	<p>Evaluate argument in informational text. Identify and evaluate the argument and the specific claims that an author makes in Grade 10 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 10 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	makes. Identify false statements and flawed reasoning.
10.3.R.5.c Students will evaluate the validity of a speaker's argument: analyze rhetorical appeals (i.e., ethos, logos, pathos)	<p>Evaluate argument in informational text. Identify and evaluate the argument and the specific claims that an author makes in Grade 10 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.*</p> <p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose.*</p>
10.3.R.5.d Students will evaluate the validity of a speaker's argument: identify bias	<p>Evaluate argument in informational text. Identify and evaluate the argument and the specific claims that an author makes in Grade 10 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.*</p>
10.3.R.5.e Students will evaluate the validity of a speaker's argument: identify logical fallacies	<p>Evaluate argument in informational text. Identify and evaluate the argument and the specific claims that an author makes in Grade 10 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning.</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 10 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>10.3.R.6 Students will analyze how informational text structures support the author's purpose.</p>	<p>Analyze text structure in informational text. Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims.</p> <p>Analyze connections in informational text. Analyze how an author develops an analysis or series of ideas or events in Grade 10 informational text, including how the author introduces, orders, and draws connections between each point.*</p>
<p>10.3.R.7 Students will analyze how two . . . texts address similar . . . topics, using textual evidence . . .</p>	<p>Compare point of view in two informational texts. Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.</p>
<p>10.3.R.7 Students will analyze how two or more texts address similar themes or topics, using textual evidence . . .</p>	<p>Analyze literary elements in historical documents. Analyze how U.S. historical documents suitable to Grade 10 use literary techniques to develop themes and concepts appropriate to a particular historical situation.</p>
<p>10.3.R.7 Students will analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.</p>	<p>Analyze literary allusions. Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 10 literary texts and/or artistic mediums.*</p> <p>Cite textual evidence in literary text. Cite several pieces of textual evidence from Grade 10 literary text to explain what the text says explicitly or to support inferences made about the text.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 10 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Make inferences in literary text. Draw conclusions or make inferences in Grade 10 literary text, based on textual evidence.*</p> <p>Cite textual evidence in informational text. Cite several pieces of textual evidence from Grade 10 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p>Make inferences in informational text. Draw conclusions or make inferences in Grade 10 informational text, based on textual evidence.*</p>
<p>10.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)*</p>
<p>10.4.R.2 Students will use . . . connotation . . . to determine . . . the meaning of words . . .</p>	<p>Interpret author's use of language in literary text. Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> <p>Interpret author's use of language in informational text. Interpret an author's use of connotations, or shades of meaning, in Grade 10 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p>
<p>10.4.R.2 Students will use context clues . . . and denotation to determine or clarify the meaning of words . . .</p>	<p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 10 literary text, including academic and/or domain-specific words.</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 10 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 10 informational text, including academic and/or domain-specific words.</p>
<p>10.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)*</p> <p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</p>
<p>10.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	<p>Use prefixes, suffixes, and word roots. Use grade-appropriate prefixes, suffixes, and Greek and Latin word roots to understand the meaning of general academic and domain-specific words, particularly words used in history, social studies, science, and technical subjects. (Grade 10)</p>
<p>10.4.R.4 Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, . . . pronunciation, . . . [and] parts of speech . . . of words . . .</p>	<p>Consult reference materials. Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 10)</p>
<p>10.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.</p>	<p>Analyze literary subject matter in multiple artistic mediums. Analyze Grade 10 artistic and/or literary subject matter presented in multiple mediums, including what is emphasized or absent in each treatment.</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 11

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>11.2.R.1 Students will . . . [determine] the main ideas and paraphrase significant parts of increasingly complex texts.</p>	<p>Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.</p> <p>Determine multiple central ideas in informational text. Determine two or more central ideas of a Grade 11 informational text and analyze the development and interaction of those ideas in the text.</p>
<p>11.2.R.1 Students will summarize . . . increasingly complex texts.</p>	<p>Summarize literary text. Summarize a story, poem, or other Grade 11 literary text.</p>
<p>11.2.R.1 Students will summarize the main [idea] and paraphrase significant parts of increasingly complex texts.</p>	<p>Summarize informational text. Summarize Grade 11 informational text, identifying the central idea and the supporting ideas.</p>
<p>11.3.R.1 Students will analyze the extent to which . . . perspectives affect authors' stylistic choices in grade-level . . . informational texts.</p>	<p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective.</p>
<p>11.3.R.1 Students will analyze the extent to which . . . perspectives affect authors' stylistic choices in grade-level literary . . . texts.</p>	<p>Analyze point of view in literary text. Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.</p>
<p>11.3.R.1 Students will analyze the extent to which historical . . . perspectives affect . . . grade-level . . . informational texts.</p>	<p>Analyze literary elements in historical documents. Analyze how U.S. historical documents suitable to Grade 11 use literary techniques to develop themes and concepts appropriate to a particular historical situation.</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 11 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>11.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.</p>	<p>Compare themes or topics across multiple texts. Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics.*</p> <p>Compare point of view in two informational texts. Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p>
<p>11.3.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.</p>	<p>Analyze point of view in literary text. Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.</p> <p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective.</p> <p>Compare point of view in two informational texts. Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 11 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>11.3.R.3.a Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: setting</p>	<p>Analyze the impact of plot elements in literary text. Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.*</p> <p>Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.*</p>
<p>11.3.R.3.b Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: plot structure (e.g., foreshadowing, flashback, in media res)</p>	<p>Analyze the impact of plot elements in literary text. Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.*</p> <p>Analyze structural elements in literary text. Analyze how the author structures specific parts within Grade 11 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.*</p> <p>Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.*</p>
<p>11.3.R.3.c Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: conflict (i.e., internal, external)</p>	<p>Analyze the impact of plot elements in literary text. Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.*</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 11 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.*
11.3.R.3.d Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: characters (e.g., protagonist, antagonist)	Analyze the impact of plot elements in literary text. Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.* Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.*
11.3.R.3.e Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: characterization (i.e., direct, indirect)	Analyze the impact of plot elements in literary text. Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.* Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.*
11.3.R.3.f Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: point of view (e.g., narrator reliability)	Analyze point of view in literary text. Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 11 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.*
11.3.R.3.g Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: archetypes	Analyze the impact of plot elements in literary text. Identify and evaluate the impact of author's choices regarding structural elements of Grade 11 literary text, such as setting, plot, and character development.* Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.*
11.3.R.4.a Students will evaluate how literary devices impact . . . [meaning], using textual evidence: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)	Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 11 literary text and how it contributes to the meaning of the text. Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 11 informational text and how it contributes to the meaning of the text.
11.3.R.4.a Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)	Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.*
11.3.R.4.b Students will evaluate how literary devices impact theme, mood, and/or	Interpret figurative language in literary text. Interpret an author's use of figurative

**This skill is related to the aligned standard*

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 11 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>tone, using textual evidence: sound devices (i.e., onomatopoeia, alliteration, assonance)</p>	<p>language or other literary device in Grade 11 literary text and how it contributes to the meaning of the text.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 11 informational text and how it contributes to the meaning of the text.*</p> <p>Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.*</p>
<p>11.3.R.4.c Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: irony (i.e., verbal, situational, dramatic)</p>	<p>Understand word relationships Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)*</p> <p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 11 literary text and how it contributes to the meaning of the text.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 11 informational text and how it contributes to the meaning of the text.*</p> <p>Analyze point of view in literary text. Identify point of view in Grade 11 literary</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 11 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.*</p> <p>Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 11 literary text and analyze the development and interaction of those themes in the text.*</p>
<p>11.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in . . . evidence, reasoning, and viewpoints . . .</p>	<p>Compare point of view in two informational texts. Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.</p>
<p>11.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints, including examining rhetorical appeals, bias, and use of logical fallacies.</p>	<p>Delineate and evaluate reasoning in historical documents. Trace and evaluate an author's premises, reasoning, and evidence in U.S. historical text suitable to Grade 11.*</p> <p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective.*</p> <p>Analyze multiple sources of information presented in varied formats. Analyze Grade 11 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media. *</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 11 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>11.3.R.6 Students will analyze how informational text structures support the author's purpose.</p>	<p>Analyze text structure in informational text. Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.</p> <p>Analyze complex ideas in informational text. Evaluate the overall impact of how an author develops a complex set of ideas or sequence of events in Grade 11 informational text, with particular attention to how specific individuals, ideas, or events interact.*</p>
<p>11.3.R.7 Students will evaluate how two or more texts address similar themes or topics, using textual evidence . . .</p>	<p>Compare themes or topics across multiple texts. Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics.</p> <p>Analyze literary elements in historical documents. Analyze how U.S. historical documents suitable to Grade 11 use literary techniques to develop themes and concepts appropriate to a particular historical situation.</p>
<p>11.3.R.7 Students will evaluate how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.</p>	<p>Cite textual evidence in literary text. Cite several pieces of textual evidence from Grade 11 literary text to explain what the text says explicitly or to support inferences made about the text.*</p> <p>Make inferences in literary text. Draw conclusions or make inferences in Grade 11 literary text, based on textual evidence.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 11 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Cite textual evidence in informational text. Cite several pieces of textual evidence from Grade 11 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p>Make inferences in informational text. Draw conclusions or make inferences in Grade 11 informational text, based on textual evidence.*</p>
<p>11.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.</p>	<p>Understand word relationships Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)*</p>
<p>11.4.R.2 Students will use . . . connotation . . . to determine . . . the meaning of words . . .</p>	<p>Interpret author's use of language in literary text. Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> <p>Interpret author's use of language in informational text. Interpret an author's use of connotations, or shades of meaning, in Grade 11 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p>
<p>11.4.R.2 Students will use context clues . . . and denotation to determine or clarify the meaning of words . . .</p>	<p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 11 literary text, including academic and/or domain-specific words.</p> <p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 11</p>

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 11 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	informational text, including academic and/or domain-specific words.
<p>11.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>Understand word relationships Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)*</p> <p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</p>
<p>11.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	<p>Use prefixes, suffixes, and word roots. Use grade-appropriate prefixes, suffixes, and Greek and Latin word roots to understand the meaning of general academic and domain-specific words, particularly words used in history, social studies, science, and technical subjects. (Grade 11)</p>
<p>11.4.R.4 Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, . . . pronunciation, synonyms, [and] parts of speech . . . of words . . .</p>	<p>Consult reference materials. Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 11)</p>
<p>11.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.</p>	<p>Analyze multiple interpretations of a story, drama, or poem. Analyze multiple interpretations of Grade 11 literary text, including different print versions of a story or poem, as well as audio or video versions of a book or play. Evaluate how each version interprets the source text.</p> <p>Analyze multiple sources of information presented in varied formats. Analyze</p>

*This skill is related to the aligned standard


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 11 (continued)

	Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
		Grade 11 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media.


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 12

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>12.2.R.1 Students will . . . [determine] the main ideas and paraphrase significant parts of increasingly complex texts.</p>	<p>Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.</p> <p>Determine multiple central ideas in informational text. Determine two or more central ideas of a Grade 12 informational text and analyze the development and interaction of those ideas in the text.</p>
<p>12.2.R.1 Students will summarize . . . increasingly complex texts.</p>	<p>Summarize literary text. Summarize a story, poem, or other Grade 12 literary text.</p>
<p>12.2.R.1 Students will summarize the main [idea] and paraphrase significant parts of increasingly complex texts.</p>	<p>Summarize informational text. Summarize Grade 12 informational text, identifying the central idea and the supporting ideas.</p>
<p>12.3.R.1 Students will analyze the extent to which . . . perspectives affect authors' stylistic choices in grade-level . . . informational texts.</p>	<p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective.</p>
<p>12.3.R.1 Students will analyze the extent to which . . . perspectives affect authors' stylistic choices in grade-level literary . . . texts.</p>	<p>Analyze point of view in literary text. Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.</p>
<p>12.3.R.1 Students will analyze the extent to which historical . . . perspectives affect . . . grade-level . . . informational texts.</p>	<p>Analyze literary elements in historical documents. Analyze how U.S. historical documents suitable to Grade 12 use literary techniques to develop themes and concepts appropriate to a particular historical situation.</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 12 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>12.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.</p>	<p>Compare themes or topics across multiple texts. Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.*</p> <p>Compare point of view in two informational texts. Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p>
<p>12.3.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.</p>	<p>Analyze point of view in literary text. Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.</p> <p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective.</p> <p>Compare point of view in two informational texts. Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 12 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>12.3.R.3.a Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: setting</p>	<p>Analyze the impact of plot elements in literary text. Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.*</p> <p>Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.*</p>
<p>12.3.R.3.b Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: plot structure (e.g., foreshadowing, flashback, in media res)</p>	<p>Analyze the impact of plot elements in literary text. Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.*</p> <p>Analyze structural elements in literary text. Analyze how the author structures specific parts within Grade 12 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.*</p> <p>Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.*</p>
<p>12.3.R.3.c Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: conflict (i.e., internal, external)</p>	<p>Analyze the impact of plot elements in literary text. Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 12 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.*
12.3.R.3.d Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: characters (e.g., protagonist, antagonist)	Analyze the impact of plot elements in literary text. Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.* Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.*
12.3.R.3.e Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: characterization (i.e., direct, indirect)	Analyze the impact of plot elements in literary text. Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.* Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.*
12.3.R.3.f Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: point of view (e.g., narrator reliability)	Analyze point of view in literary text. Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 12 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.*
12.3.R.3.g Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: archetypes	Analyze the impact of plot elements in literary text. Identify and evaluate the impact of author's choices regarding structural elements of Grade 12 literary text, such as setting, plot, and character development.* Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.*
12.3.R.4.a Students will evaluate how literary devices impact . . . [meaning], using textual evidence: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)	Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 12 literary text and how it contributes to the meaning of the text. Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 12 informational text and how it contributes to the meaning of the text.
12.3.R.4.a Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)	Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 12 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.*</p>
<p>12.3.R.4.b Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: sound devices (i.e., onomatopoeia, alliteration, assonance)</p>	<p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 12 literary text and how it contributes to the meaning of the text.*</p> <p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 12 informational text and how it contributes to the meaning of the text.*</p> <p>Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.*</p>
<p>12.3.R.4.c Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: irony (i.e., verbal, situational, dramatic)</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)*</p> <p>Interpret figurative language in literary text. Interpret an author's use of figurative language or other literary device in Grade 12 literary text and how it contributes to the meaning of the text.*</p>


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 12 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Interpret figurative language in informational text. Interpret an author's use of figurative language or other literary device in Grade 12 informational text and how it contributes to the meaning of the text.*</p> <p>Analyze point of view in literary text. Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement.*</p> <p>Determine multiple themes in literary text. Determine two or more themes or central ideas in a Grade 12 literary text and analyze the development and interaction of those themes in the text.*</p>
<p>12.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in . . . evidence, reasoning, and viewpoints . . .</p>	<p>Compare point of view in two informational texts. Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.</p>
<p>12.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints, including examining rhetorical appeals, bias, and use of logical fallacies.</p>	<p>Delineate and evaluate reasoning in historical documents. Trace and evaluate an author's premises, reasoning, and evidence in U.S. historical text suitable to Grade 12.*</p> <p>Identify author's point of view or purpose in informational text. Determine an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective.*</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 12 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>Analyze multiple sources of information presented in varied formats. Analyze Grade 12 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media. *</p>
<p>12.3.R.6 Students will analyze how informational text structures support the author's purpose.</p>	<p>Analyze text structure in informational text. Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.</p> <p>Analyze complex ideas in informational text. Evaluate the overall impact of how an author develops a complex set of ideas or sequence of events in Grade 12 informational text, with particular attention to how specific individuals, ideas, or events interact.*</p>
<p>12.3.R.7 Students will evaluate how two or more texts address similar themes or topics, using textual evidence . . .</p>	<p>Compare themes or topics across multiple texts. Demonstrate knowledge of eighteenth- through early twentieth-century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.</p> <p>Analyze literary elements in historical documents. Analyze how U.S. historical documents suitable to Grade 12 use literary techniques to develop themes and concepts appropriate to a particular historical situation.</p>
<p>12.3.R.7 Students will evaluate how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.</p>	<p>Cite textual evidence in literary text. Cite several pieces of textual evidence from Grade 12 literary text to explain what the</p>

**This skill is related to the aligned standard*


*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 12 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
	<p>text says explicitly or to support inferences made about the text.*</p> <p>Make inferences in literary text. Draw conclusions or make inferences in Grade 12 literary text, based on textual evidence.*</p> <p>Cite textual evidence in informational text. Cite several pieces of textual evidence from Grade 12 informational text to explain what the text says explicitly or to support inferences made about the text.*</p> <p>Make inferences in informational text. Draw conclusions or make inferences in Grade 12 informational text, based on textual evidence.*</p>
<p>12.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)*</p>
<p>12.4.R.2 Students will use . . . connotation . . . to determine . . . the meaning of words . . .</p>	<p>Interpret author's use of language in literary text. Interpret an author's use of connotations, or shades of meaning, in Grade 12 literary text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p> <p>Interpret author's use of language in informational text. Interpret an author's use of connotations, or shades of meaning, in Grade 12 informational text. Interpret the impact of an author's specific word choice on mood or tone of the text.</p>

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*


Grade 12 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>12.4.R.2 Students will use context clues . . . and denotation to determine or clarify the meaning of words . . .</p>	<p>Determine word meaning in literary text. Understand the meaning of words and phrases in Grade 12 literary text, including academic and/or domain-specific words.</p> <p>Determine word meaning in informational text. Understand the meaning of words and phrases in Grade 12 informational text, including academic and/or domain-specific words.</p>
<p>12.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)*</p> <p>Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.*</p>
<p>12.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	<p>Use prefixes, suffixes, and word roots. Use grade-appropriate prefixes, suffixes, and Greek and Latin word roots to understand the meaning of general academic and domain-specific words, particularly words used in history, social studies, science, and technical subjects. (Grade 12)</p>
<p>12.4.R.4 Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, . . . pronunciation, synonyms, [and] parts of speech . . . of words . . .</p>	<p>Consult reference materials. Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 12)</p>
<p>12.7.R Students will analyze and evaluate the techniques used in a variety of</p>	<p>Analyze multiple interpretations of a story, drama, or poem. Analyze multiple</p>

*This skill is related to the aligned standard

*Correlation of Oklahoma Academic Standards for
English Language Arts to i-Ready Diagnostic (continued)*

Grade 12 (continued)

 Oklahoma Academic Standards for English Language Arts	Aligned Diagnostic Skills
<p>multimodal content and how they contribute to meaning.</p>	<p>interpretations of Grade 12 literary text, including different print versions of a story or poem, as well as audio or video versions of a book or play. Evaluate how each version interprets the source text.</p> <p>Analyze multiple sources of information presented in varied formats. Analyze Grade 12 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media.</p>