

DIGITAL THEATRE+

Oklahoma Academic Standards for English Language Arts

DT+ is highly aligned to the Reading Standards within the Reading and Writing Process (Standard 2) and Critical Reading and Writing (Standard 3) strands for Grades 9-12 of the Oklahoma Academic Standards for English Language Arts. While we have content and resources for the other strands and standards, this is the primary area we are designed to support.

Very high	DT+ is the only resource you need to teach this standard.	High	DT+ can be your primary resource when teaching this standard.
Medium	DT+ will be one of a number of resources used to fully cover the teaching of this standard.	Low	DT+ has content for this standard and it will be used to supplement your primary resources.

9TH GRADE - ENGLISH I

STANDARD 2 - READING AND WRITING PROCESS		Standards	Strength
READING - Students will read and comprehend increasingly complex literary and informational texts.	2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes.	9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	High
		9.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.	High
		9.2.R.3 Students will synthesize main ideas with supporting details in texts.	High

STANDARD 3 - CRITICAL READING AND WRITING		Standards	Strength
<p>READING - Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all Literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives</p>	<p>3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing</p>	<p>9.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.</p>	High
		<p>9.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p>	High
		<p>9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> ● setting ● plot ● characters (i.e., protagonist, antagonist) ● character development ● theme ● conflict (i.e., internal and external) ● archetypes </p>	High - Very High
		<p>9.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● tone ● symbolism ● irony</p>	High
		<p>9.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</p>	High
		<p>9.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</p>	High
		<p>9.3.R.7 Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.</p>	High

10TH GRADE - ENGLISH II

STANDARD 2 - READING AND WRITING PROCESS		Standards	Strength
READING - Students will read and comprehend increasingly complex literary and informational texts.	2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes.	10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	High
		10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.	High

STANDARD 3 - CRITICAL READING AND WRITING		Standards	Strength
READING - Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all Literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives	3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing	10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	High
		10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	High
		10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: ● character development ● theme ● conflict (i.e., internal and external) ● archetypes	High - Very High
		10.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: ● figurative language ● imagery ● tone ● symbolism ● irony	High
		10.3.R.5 Students will distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.	Medium
		10.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.	High
		10.3.R.7 Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.	High

11TH GRADE - ENGLISH III

STANDARD 2 - READING AND WRITING PROCESS		Standards	Strength
READING - Students will read and comprehend increasingly complex literary and informational texts.	2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes.	11.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts	High
		11.2.R.2 Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.	High

STANDARD 3 - CRITICAL READING AND WRITING		Standards	Strength
READING - Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all Literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives	3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing	11.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	High
		11.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	High
		11.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: ● theme ● archetypes	High - Very High
		11.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: ● imagery ● tone ● symbolism ● irony	High
		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.	Medium
		11.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.	High
		11.3.R.7 Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.	High

12TH GRADE - ENGLISH IV

STANDARD 2 - READING AND WRITING PROCESS		Standards	Strength
READING - Students will read and comprehend increasingly complex literary and informational texts.	2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes.	12.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	High
		12.2.R.2 Students will evaluate details in literary and non-fiction/ informational texts to connect how genre supports the author's purpose.	High

STANDARD 3 - CRITICAL READING AND WRITING		Standards	Strength
READING - Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all Literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives	3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing	12.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres	High
		12.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	High
		12.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.	High - Very High
		12.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.	High
		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.	Medium
		12.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.	High
		12.3.R.7 Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.	High