ALIGNMENT

SOAR 3.0 + ELA Maps × Oklahoma Academic Standards for English Language Arts — Grades 6–12

SOAR Learning & Soft Skills (3.0), with the ELA Maps where noted, addresses all 56 objective families across all 8 standards of the 2021 Oklahoma Academic Standards for English Language Arts, grades 6–12 — 30 MET — IN THE CURRICULUM, 26 MET — WITH USAGE NOTE.

Updated Nov 2026 — contact us if the standards have since been revised.

WHERE TO FIND EACH CORRELATION

Two products carry this correlation, and each row says which. **SOAR Learning & Soft Skills (3.0) — the student book and software** — carries most rows. Twenty rows **require the SOAR ELA Maps**: the Fiction Story Map and the Literary Elements Map are part of the evidence on those rows, not an add-on. Three literature rows — 3.R.3, 3.R.4 and 3.R.5 — rest on the Maps alone; the other seventeen cite them alongside SOAR 3.0. The ELA Maps are a separate product, commonly bundled with SOAR Learning. Lines marked **ELA Maps (optional)** are additional correlation for schools that have those maps; they are never the sole evidence for a row. The Writing Roadmap (Lesson 15) and the Revising & Editing Decoder, or RED (Lesson 16), ship with SOAR 3.0 and are cited as part of it, not as ELA Maps. The 5-Minute Fast-Write on the 8.W row is available upon request; the row says how to get it.

ABOUT THIS DOCUMENT

Oklahoma's 2021 standards for English Language Arts are written grade by grade, across eight standards. Many objectives carry the same wording across several grades, and Oklahoma's own Vertical Progression groups them that way. This correlation follows that grouping: one row per objective family — 56 families across the 8 standards — and each row's evidence serves the family at every grade where Oklahoma has the objective. Each grade's Oklahoma code is printed on the row, as the complete standards document numbers it (6.2.W.1 through 12.2.W.1, for example).

HOW TO READ THIS CORRELATION

Every row tells you where. **MET — IN THE CURRICULUM** means the printed lessons and tools satisfy the family as taught. **MET — WITH USAGE NOTE** means the family is satisfied when the row's usage note is applied: a specific step layered onto a routine students already run, or an item the teacher supplies. Where a single grade names something SOAR does not teach, the row's usage note says so and names the grade. An **interpretation note** records how Oklahoma itself scopes an objective — where it begins, ends or is maintained. We publish the distinction rather than hide it.

EVIDENCE BASE

SOAR here means the complete instructional system — student lessons, teacher-led activities, companion maps and tools, portfolio requirements, rubrics, and digital tools — not a claim that every standards phrase appears verbatim in a single lesson.

Objective family	Oklahoma codes	Where it is taught	Verdict
STANDARD 1: LISTENING AND SPEAKING			
1.L.1	**6.1.L.1** **7.1.L.1** **8.1.L.1** **9.1.L.1** **10.1.L.1** **11.1.L.1** **12.1.L.1**	**SOAR 3.0** (book + software): • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine • Lesson 11: How to Communicate with Teachers & Peers — Ten ways to manage group work, #2 listen actively and #5 put the group's agreed roles and method in writing and share them, which is where a class's discussion rules become agreed rather than assumed • Turn & Talk prompts: see Teacher Presentation Tool, under "Optional Activities" (in all lessons) **ELA Maps** (optional): • Speaking & Listening Map — Interpersonal Communication, Actively Listen: eye contact, open arms, avoid interrupting, "Is there more?", and responding with sincerity by repeating in your own words or asking a clarifying question. The Map states that body language and tone-of-voice carry 93% of the message, which is the nonverbal half of this objective, and grades 9–12 raise the expectation from awareness to control	MET — IN THE CURRICULUM

Objective family	Oklahoma codes	Where it is taught	Verdict
1.L.2	**6.1.L.2** **7.1.L.2** **8.1.L.2** **9.1.L.2** **10.1.L.2** **11.1.L.2** **12.1.L.2**	**SOAR 3.0** (book + software): • Lesson 12: How to Listen & Take Notes — previewing before a lecture or video and asking questions during it, so a listener is testing a speaker's purpose rather than transcribing • Lesson 11: How to Communicate with Teachers & Peers **ELA Maps** (optional): • Speaking & Listening Map – The Invisible Layers of Communication, which separates a speaker's stated message from the feelings, intentions, values and needs behind it, then does the same on the receiver's side. That diagram is the mechanism for grades 9–12, where Oklahoma raises the expectation to analyzing and evaluating a speaker's purpose and perspective – Actively Listen ("Is there more?", clarifying questions, repeating in your own words); Formal Listening, "Need Clarification? Afraid to Ask Your Teacher?", a script for asking the clarifying question	**MET — IN THE CURRICULUM**
1.S.1	**6.1.S.1** **7.1.S.1** **8.1.S.1** **9.1.S.1** **10.1.S.1** **11.1.S.1** **12.1.S.1**	**SOAR 3.0** (book + software): • Lesson 11: How to Communicate with Teachers & Peers — Ten ways to manage group work: #1 know the group's purpose, #3 determine roles for group members and deadlines, #5 put them in writing and share them, #7 communicate frequently, #9 address conflicts immediately, #10 celebrate success **ELA Maps** (optional): • Speaking & Listening Map – How to Work with a Group: Emotional Safety, named on the Map as the single largest factor in a group's success; #8 "Beware of group-think" — if you disagree, say so politely; and the "Two-Man Saw", a collaboration mindset for holding differing views long enough to reach a win-win, which is the compromise grades 7–12 add to this objective – the Conflict Map's constructive path: Tame It, Name It, Claim It, Evaluate all Perspectives, Define Your Boundaries, Identify Common Ground	**MET — IN THE CURRICULUM**
1.S.2	**6.1.S.2** **7.1.S.2** **8.1.S.2** **9.1.S.2** **10.1.S.2** **11.1.S.2** **12.1.S.2**	**SOAR 3.0** (book + software): • Lesson 11: How to Communicate with Teachers & Peers • Turn & Talk prompts: see Teacher Presentation Tool, under "Optional Activities" (in all lessons) — structured peer discussion, run in every lesson • Teacher Presentation Tool — Investigations (every lesson), which open each lesson with questions and short activities that are optimally social and valid solo **ELA Maps** (required): • Literary Elements Map — Book Club discussion is the Map's assessed layer: students hold a substantive conversation about what they have read and defend each card placement against the passage supporting it. Several placements are defensible, so the work is building on and respectfully disagreeing with other readers, which is what grades 9–12 add here **ELA Maps** (optional): • Speaking & Listening Map — Actively Listen, and Communication "Don'ts" (do not criticize or complain, do not condemn, do not gossip), which is the respectful-disagreement standard stated as a rule students can follow	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
1.S.3	**6.1.S.3** **7.1.S.3** **8.1.S.3** **9.1.S.3** **10.1.S.3** **11.1.S.3** **12.1.S.3**	**SOAR 3.0** (book + software): • Lesson 17: How to Give Presentations — preparing content, visuals and delivery • Lesson 17, Section D: How to Strategically Use: Visuals, Props, & Digital Media • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role), which is where content and form are determined to suit the audience • Exit Presentation: see Assessments in Teacher's Guide — the end-of-term synthesis, presented to an audience **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking: Giving a Presentation, The Content (six steps, routed through the Writing Roadmap planning sequence and the nine lede types); The Delivery, eight practice steps covering non-verbals, timing with planned pauses, mastering the opening, presenting to a real audience, and a recovery script for mistakes — the verbal and nonverbal cues grades 9–12 name	**MET — IN THE CURRICULUM**
STANDARD 2: READING AND WRITING PROCESS			
2.R.1	**6.2.R.1** **7.2.R.1** **8.2.R.1** **9.2.R.1** **10.2.R.1** **11.2.R.1** **12.2.R.1**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 13: How to Study & Learn New Terms **ELA Maps** (optional): • Nonfiction Notes Map – Layer 2 During Reading: the Concept Map is built out from the chapter or unit title at its center; Layer 4 After Reading: Book Review synthesis — general topic and specific angle, plus three things you learned – Layer 3 End of Daily Reading: write your own quiz questions in the left margin, 2–5 per page, each answerable from the text **ELA Maps** (required): • Fiction Story Map — 05 After Reading: Objective Summary of Theme, with the Paragraph Outline scaffold (intro sentence → three supporting details → concluding restatement), which is the summarizing routine for a literary text	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
2.R.2	**6.2.R.2** **7.2.R.2** **8.2.R.2** **9.2.R.2** **10.2.R.2** **11.2.R.2** **12.2.R.2**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) — the named barriers to understanding literature and the strategy for each **ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Genre, Story Line and Style of Language (Modern / "Old-fashioned"), the details a reader gathers before starting • Literary Elements Map — the six element rows and three tool columns give a fixed set of characteristics to run against any text, so students can say what a genre does rather than only what it is called **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading, Step 4: Select Your "During Reading" Map, where the student decides from the text itself whether it is descriptive or chronological **Usage note:** Oklahoma asks students to distinguish genres by their details at grades 6–7 and to identify characteristics of genres from grade 8 up. Poetry and drama are not taught by name in SOAR; the teacher supplies the poems and plays. Run the Literary Elements Map on one text from each genre in the same unit — fiction, poetry, drama, nonfiction — and compare which rows fill richly, which fill thinly and which will not fill at all. Students name the genre last, from the pattern of filled and empty rows rather than from the label on the cover, and write one sentence on what that pattern says about how the genre works.	**MET — WITH USAGE NOTE**
2.R.3	**6.2.R.3** **7.2.R.3** **8.2.R.3** **Gr 9–12: no objective at these grades**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 13: How to Study & Learn New Terms – recording a meaning in as few key words as possible, which is paraphrase practiced at term level before it is asked for at passage level – How to study English language arts (ELA) — for unfamiliar words, link the meaning to the story's context, then replace it with an appropriate synonym **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: turn each heading and sub-heading into a question and answer it in your own words; Layer 3 End of Daily Reading: write your own quiz questions in the left margin, each answerable from the text **Interpretation note:** Oklahoma retires this objective after grade 8 and states plainly that paraphrase is incorporated into 9-12.2.R.1. The correlation above applies to grades 6–8; at grades 9–12 the state's own text governs and no separate evidence is required.	**MET — IN THE CURRICULUM**
2.W.1	**6.2.W.1** **7.2.W.1** **8.2.W.1** **9.2.W.1** **10.2.W.1** **11.2.W.1** **12.2.W.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan, A. THE WHY (purpose, topic, intended audience, angle, role) and B. THE OUTCOME (what questions should my paper answer; each guiding question needs three to four answers) – 3D Writing Organizer: one pocket per guiding question, sequenced into a logical order before drafting, so organization is built rather than repaired. This is the organize half grades 9–12 add – Writing Roadmap, p. 2, the Writing Planning Guide, which changes with the genre – Writing Roadmap, Phase 6: The Retrospective, which is what makes the process recursive rather than linear: what went well, what did not, what to do differently next time	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
2.W.2	**6.2.W.2** **7.2.W.2** **8.2.W.2** **9.2.W.2** **10.2.W.2** **11.2.W.2** **12.2.W.2**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – 3D Writing Organizer, drafted from directly: one pocket per guiding question, sequenced before writing begins – Writing Roadmap, Phase 2: Write, which directs the writer to let the 3D Writing Organizer guide the draft – Writing Roadmap, Composition REDecoder (Phase 3), codes J–N: introductory paragraph, the “first 100 words” hook, one sub-topic per body paragraph, smooth transitions, and a final paragraph that closes all open loops **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading, Step 4 and Layer 2, where description and chronological order are met as reading structures before students are asked to write in them — which is the organizational-structure list grades 9–12 name here	**MET — IN THE CURRICULUM**
2.W.3	**6.2.W.3** **7.2.W.3** **8.2.W.3** **9.2.W.3** **10.2.W.3** **11.2.W.3** **12.2.W.3**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 3: Revise, Improve, Conference, with a minimum 24-hour break before the pass and a self-review before conferencing – Writing Roadmap, Composition REDecoder (Phase 3): codes E–I for topic sentences, logical order and transitions; codes O–T for style — remove unnecessary words, active voice, show rather than tell, compound sentences for cadence, parallel structure, emphatic words at the end of a sentence – Writing Roadmap, Phase 1: Plan, which fixes intended purpose and audience before drafting, so a revising pass has something to revise against • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), Round 1 self-evaluation: “Is my message clear and logical?” — completeness, order, and unnecessary or missing words	**MET — IN THE CURRICULUM**
2.W.4	**6.2.W.4** **7.2.W.4** **8.2.W.4** **9.2.W.4** **10.2.W.4** **11.2.W.4** **12.2.W.4**	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation – Revising & Editing Decoder (RED); Grammar Symbols and the Four-Square Sentence – downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3), which are the “various resources” this objective asks students to edit with • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 4: Edit / Improve / Conference, defined on the Map as the pass that focuses on punctuation and spelling, with one or two other readers asked to review – Writing Roadmap, Punctuation REDecoder (Phase 4), items 1–12	**MET — IN THE CURRICULUM**
2.W.5	**6.2.W.5** **7.2.W.5** **8.2.W.5** **9.2.W.5** **10.2.W.5** **11.2.W.5** **12.2.W.5**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 5: “Publish”, including formatting the same piece differently for a blog than for an email newsletter, each with its own headline and call to action – How to set up and use a digital 3D Writing Organizer, built in PowerPoint or Google Slides, with paragraphs pasted into a word processor for publication – How to Write an Email — 3Qs + 1 Thank You, four sentence starters, subject line written last: publishing to a real, named reader • Lesson 17: How to Give Presentations — the performance route to an authentic audience; Exit Presentation: see Assessments in Teacher’s Guide	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
STANDARD 3: CRITICAL READING AND WRITING			
3.R.1	**6.3.R.1** **7.3.R.1** **8.3.R.1** **9.3.R.1** **10.3.R.1** **11.3.R.1** **12.3.R.1**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4), run on each of two texts on the same topic **ELA Maps** (optional): • Nonfiction Notes Map – Layer 1 Before Reading, Step 3 Evaluate the Author: review the author's background and rank the likely motivation — Persuade, Inform, Entertain, Other. Run on two authors writing on the same topic, this is the stated-or-implied-purpose comparison Oklahoma asks for at grade 6 – Layer 4 After Reading: how the author's background, tone and style influenced the work, and how the information was presented, organized and positioned — the methods half of grades 7–12 **ELA Maps** (required): • Literary Elements Map — worked once per text, the same six element rows set two authors side by side: which of the three tool columns each writer reached for to accomplish the same element, and what the difference says about the approach each took **Usage note:** Run the routine twice, once per text, then set the two side by side. For two nonfiction texts, complete the Evaluate the Author ranking and the Layer 4 analysis on each, then answer one added question: what in each author's historical, cultural, ethnic or global position best explains the difference in the two rankings? For a literary pair, place a card for each author on the same Literary Elements Map row and argue which tool each writer used to reach the same element.	**MET — WITH USAGE NOTE**
3.R.2	**6.3.R.2** **7.3.R.2** **8.3.R.2** **9.3.R.2** **10.3.R.2** **11.3.R.2** **12.3.R.2**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading, Step 3 Evaluate the Author; Layer 4 After Reading: the author's background and experience, tone and style, how rhetoric was used to communicate a position, and how the information was presented and organized **ELA Maps** (required): • Fiction Story Map — 05 Story Coding: the (P) Perspective code, which marks evidence of a perspective different from the primary character or narrator, and the (I) Inference code • Literary Elements Map — the Author's Purpose row (Persuade / Inform / Entertain) with Tone and Mood beneath it, and the Point-of-View row, each placement pinned to the passage that supports it and defended in discussion	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
3.R.3	**6.3.R.3** **7.3.R.3** **8.3.R.3** **9.3.R.3** **10.3.R.3** **11.3.R.3** **12.3.R.3**	**ELA Maps** (required): • Fiction Story Map – 01 Before Reading: Setting: Time Period, Setting: Location(s), and Point-of-View; 03 During Reading: the Characters and Locations panels, tracking relationships and drawing connections – 05 Story Coding: (P) Protagonist(s) and (A) Antagonists; (D) Dynamic and (S) Static character codes and the (CD) Character Development code, which is characterization; the (Ti) Timing Element code for flashback and foreshadowing; the (M/T) Mood/Tone and (Th) Theme codes, which are what grades 9–12 ask elements to be evaluated against – 05 After Reading: Story Structure: Plot Diagram (Exposition → Inciting Action → Rising Actions → Plot Twist(s) → Climax → Falling Action(s) → Resolution); Conflict Analysis (Person vs. Person / Society / Self / Fate — circle the most prominent and explain your rationale); Objective Summary of Theme • Literary Elements Map — the Setting, Character Development (PAIRS: physical description · actions and attitudes · inner thoughts · reactions · speech), Plot Development, Point-of-View and Theme/Motif rows, each worked across the Diction, Syntax and Structure columns; the Structure column carries flashback, foreshadowing and archetype as named concepts **Usage note:** The unreliable narrator (grade 8) and in media res (grades 9–12) are not taught by name in SOAR. At grade 8, define the unreliable narrator alongside the Fiction Story Map's (P) Perspective code — students mark a place where the narrator's account and the evidence disagree, and say which they believe. At grades 9–12, define in media res alongside the Structure column's flashback and foreshadowing cards, and have students mark on the Plot Diagram where the story actually opened relative to where the events began.	**MET — WITH USAGE NOTE**
3.R.4	**6.3.R.4** **7.3.R.4** **8.3.R.4** **9.3.R.4** **10.3.R.4** **11.3.R.4** **12.3.R.4**	**ELA Maps** (required): • Literary Elements Map – the Diction column (word choice) and its three categories. Figurative Language and Imagery carry simile, metaphor, personification, hyperbole, imagery, symbolism and idiom; Sound + Voice carries onomatopoeia and alliteration. Each card a student places has to be pinned to the passage where the author used it and defended out loud, so the work is explaining what the device did to the meaning rather than labeling it – the Structure column carries irony and its three kinds, verbal, situational and dramatic, which is exactly the progression Oklahoma builds across grades 7, 8 and 9–12 • Fiction Story Map — 05 Story Coding: the (M/T) Mood/Tone code and the (Th) Theme code, which are what grades 9–12 ask devices to be evaluated against **Usage note:** Assonance (grades 9–12) is not taught by name in SOAR. At grades 9–12, define assonance alongside the alliteration card in the Sound + Voice category — the same move applied to internal vowel sounds rather than initial consonants — and have students find one instance in the current text and say what it did to the line's pace or sound.	**MET — WITH USAGE NOTE**

Objective family	Oklahoma codes	Where it is taught	Verdict
3.R.5	**6.3.R.5** **7.3.R.5** **8.3.R.5** **Gr 9–12: no objective at these grades**	**ELA Maps** (required): • Fiction Story Map – 05 Story Coding: the (Th) Theme code marks each detail that supports the theme, and the (M/T) Mood/Tone code marks where a device changed how a passage feels — the two axes Oklahoma adds across grades 6, 7 and 8 – 05 After Reading: Objective Summary of Theme, with the Paragraph Outline scaffold requiring three supporting details, each answering “Why is this a good example?” • Literary Elements Map — the Theme/Motif row, with theme as the underlying message and motif as the recurring symbol, image or idea that develops it; the Author’s Purpose row with Tone and Mood beneath it. Working an element or device card and then the Theme/Motif row in the same discussion is the impact-on-theme link this objective asks students to identify **Interpretation note:** Oklahoma retires this objective after grade 8 and states plainly that theme, mood and tone are incorporated into 9-12.3.R.3 and 9-12.3.R.4. The correlation above applies to grades 6–8; at grades 9–12 the state’s own text governs and no separate evidence is required.	**MET — IN THE CURRICULUM**
3.R.6 (6–8) / 3.R.5 (9–12)	**6.3.R.6** **7.3.R.6** **8.3.R.6** **9.3.R.5** **10.3.R.5** **11.3.R.5** **12.3.R.5**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4), where the evidence a claim rests on is collected before it is judged • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap (Argument) and the Composition REDecoder (Phase 3), codes U–Y: for arguments, defend opinions with facts and evidence; avoid rhetorical questions and unsure language; provide background rather than assuming prior knowledge **ELA Maps** (optional): • Nonfiction Notes Map – Layer 4 After Reading, Argumentative Book analysis: the author’s primary argument, the three points presented to support it, how rhetoric and organization were used to communicate the position, and “In your opinion, did the author present convincing evidence to support his/her claim? Why/why not?” — which is the substantiated-or-unsubstantiated judgment Oklahoma asks for from grade 8 up – Layer 1 Before Reading, Step 3 Evaluate the Author **Usage note:** Run the Argument Writing Roadmap backwards. Students fill its planning boxes from a published argument rather than from their own plan, and the boxes they cannot fill are the holes in that author’s reasoning — a missing claim, a point with no evidence behind it, an evidence slot filled with an anecdote where the argument needed data. That names the kinds of evidence Oklahoma lists at grades 9–10 in the terms students already use for their own writing. **Named exclusion (scoped to grades 9–12):** rhetorical appeals — ethos, logos and pathos — and logical fallacies are named terms Oklahoma requires at grades 9–12 and are not taught anywhere in SOAR. Teachers should supply those two term sets from their own materials; the analysis routines above hold once the terms are in place.	**MET — WITH USAGE NOTE**

Objective family	Oklahoma codes	Where it is taught	Verdict
3.R.7 (6–8) / 3.R.6 (9–12)	**6.3.R.7** **7.3.R.7** **8.3.R.7** **9.3.R.6** **10.3.R.6** **11.3.R.6** **12.3.R.6**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — previewing headings and sub-headings to see how a text is built before reading it, then turning each into a question • Lesson 13: How to Study & Learn New Terms — How to Make a Concept Map — building the structure that shows how the parts of a text connect to the whole **ELA Maps** (optional): • Nonfiction Notes Map – Layer 1 Before Reading, Step 4: Select Your “During Reading” Map, which asks the student to decide from the text itself whether it is descriptive or chronological – Layer 2 During Reading: the Event Map, which orders dates earliest-left to latest-right with people above the line and places below, for sequential and cause/effect texts; the Concept Map, built from the title outward with a labeled primary and secondary connection for every concept, for descriptive and compare/contrast texts – Layer 4 After Reading: how the author presented, organized and positioned the information, which is the supports-the-author’s-purpose half of this objective **Usage note:** The Notes Map offers two routes where Oklahoma names five structures at grades 6–8. Have students choose their route as printed, then write one sentence naming which of the five they are looking at, what in the text told them, and what that choice let the author do that another structure would not have. Problem/solution and compare/contrast are the two that need the extra sentence, since both can run through either Map.	**MET — WITH USAGE NOTE**
3.R.8 (6–8) / 3.R.7 (9–12)	**6.3.R.8** **7.3.R.8** **8.3.R.8** **9.3.R.7** **10.3.R.7** **11.3.R.7** **12.3.R.7**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4), run on each text • Lesson 12: How to Listen & Take Notes — for a lecture-and-text pair on the same topic **ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Text-to-Self / Text / World connections; 05 Story Coding: the (TT) Text-to-Text code; 05 After Reading: Objective Summary of Theme, compared across the two texts • Literary Elements Map — worked once per text, the same six element rows set the two writers side by side: which of the three tool columns each reached for to accomplish the same element **ELA Maps** (optional): • Nonfiction Notes Map — Layers 1–4 run on each of two texts, then the two Evaluate the Author rankings and the two Layer 4 analyses of argument and evidence set against each other	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
3.W.1	**6.3.W.1** **7.3.W.1** **8.3.W.1** **9.3.W.1** **10.3.W.1** **11.3.W.1** **12.3.W.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap (Narrative), p. 2, the Writing Planning Guide: A characters · B main conflict, climax and resolution · C theme · D inciting action · E mini conflicts and plot twists · F rising actions · G “The Exposition” (background, setting, point of view; hook in the first 200 words) · H falling actions – Writing Roadmap, Composition REDecoder (Phase 3), codes DD–GG: new speakers get new paragraphs and proper transitions, new characters are introduced with background, plot is developed with strong conflicts, and the resolution closes all open loops – Composition REDecoder Style elements, codes O–T: the five senses, show rather than tell, descriptive verbs, and varied cadence — the precise language, sensory details and sentence variety Oklahoma names – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role) **ELA Maps** (required): • Fiction Story Map and Literary Elements Map — run on the mentor text before drafting, so the elements and devices Oklahoma asks students to emulate have been named and defended in someone else’s writing first	**MET — IN THE CURRICULUM**
3.W.2	**6.3.W.2** **7.3.W.2** **8.3.W.2** **9.3.W.2** **10.3.W.2** **11.3.W.2** **12.3.W.2**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap (Expository), p. 2, the Writing Planning Guide: pockets A–F for body paragraphs, G for the introductory paragraph “The Lede” with its nine lede types, and H for the concluding paragraph; center panel “What Is Your Topic & Angle?” – 3D Writing Organizer: one pocket per guiding question, each with three to four answers, every source numbered — which is how evidence is incorporated rather than asserted – Composition REDecoder (Phase 3), codes U–Y for expository voice: “Classical” first or second person versus “Formal” third-person reporting, which is the formal style grades 7–12 require; avoid rhetorical questions and unsure language; provide background rather than assuming prior knowledge – Composition REDecoder codes E–I and J–N for organized structure, and O–T for sentence variety, word choice and concision • Lesson 10: How to Read Textbooks and Nonfiction — where charts, graphs and data are read before they are used as evidence	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
3.W.3	**6.3.W.3** **7.3.W.3** **8.3.W.3** **9.3.W.3** **10.3.W.3** **11.3.W.3** **12.3.W.3**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap (Argument), p. 2, the Writing Planning Guide: each body-paragraph pocket asks for "one point to support my argument, or a common counter-point against my argument," then one to three facts that support or refute it — the claim, counterclaim and evidence structure Oklahoma names from grade 8; center panel "What Is Your Topic & Angle?", where the precise claim is set before drafting – Composition REDecoder (Phase 3), codes U–Y: for arguments, defend opinions with facts and evidence; avoid rhetorical questions and unsure language; provide background rather than assuming prior knowledge; and the Classical/Formal style distinction that carries the style-and-tone-to-suit-the-audience expectation at grades 9–12 – 3D Writing Organizer, where claims, counterclaims and evidence are each given a pocket and sequenced into a logical order before drafting, and every source is numbered – Composition REDecoder codes E–I for logical sequence and transitions, O–T for sentence variety and concision • Lesson 15 Articles (student lesson and Teacher Presentation Tool): "How to Do Online Research & Verify Sources." Each source is checked before it goes onto the 3D Writing Organizer, which is the credible-sources requirement Oklahoma names at every grade **ELA Maps** (optional): • Nonfiction Notes Map — Layer 1 Before Reading, Step 3 Evaluate the Author, applied to each source before it enters the Organizer	**MET — IN THE CURRICULUM**
3.W.4	**Gr 6–8: no objective at these grades** **9.3.W.4** **10.3.W.4** **11.3.W.4** **12.3.W.4**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – the Writing Roadmap is one four-page map across all three genres, with only p. 2 changing. A student who has worked all three Writing Planning Guides has the narrative, informative and argumentative structures in the same tool, which is what makes blending them a planning decision rather than a new skill – Writing Roadmap, Phase 1: Plan, A. THE WHY (purpose, topic, intended audience, angle, role), where the audience and purpose this objective asks the blend to suit are fixed before drafting – Composition REDecoder (Phase 3), which carries a code block for each mode: U–Y expository and argument, Z–CC literary analysis, DD–GG narrative — so a blended piece is revised against every mode it draws on **Usage note:** Oklahoma introduces this objective at grade 9 and it has no grades 6–8 equivalent. Assign one piece that requires two modes — an op-ed that opens with a personal narrative, or a technical explainer that closes with an argument for one approach. Students build a single 3D Writing Organizer and tag each pocket with the mode it belongs to, then run the Composition REDecoder blocks for both modes over the finished draft rather than only the block for the dominant one. **Interpretation note:** Oklahoma states plainly that this objective begins in Grade 9; the grades 6–8 columns carry no expectation.	**MET — WITH USAGE NOTE**

Objective family	Oklahoma codes	Where it is taught	Verdict
STANDARD 4: VOCABULARY			
4.R.1	**6.4.R.1** **7.4.R.1** **8.4.R.1** **9.4.R.1** **10.4.R.1** **11.4.R.1** **12.4.R.1**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms – the term-study routine – How to study English language arts (ELA) — for unfamiliar words, link the meaning to the story's context, then replace it with an appropriate synonym, which is the synonym relationship worked rather than defined **ELA Maps** (required): • Literary Elements Map — the Diction column carries analogy as a named Figurative Language concept, placed against the passage where the author used it and defended in discussion **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Key Terms panel (Social Studies edition) **Usage note:** Lesson 13 works synonyms directly and the Literary Elements Map works analogies; antonyms are not taught by name in SOAR. Add one column to the term entry students already keep — the word that means the opposite — and require it wherever an opposite exists. Where it does not, students write why, which is itself a statement about the word's meaning.	**MET — WITH USAGE NOTE**
4.R.2	**6.4.R.2** **7.4.R.2** **8.4.R.2** **9.4.R.2** **10.4.R.2** **11.4.R.2** **12.4.R.2**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) — for unfamiliar words, link the meaning to the story's context, then replace it with an appropriate synonym **ELA Maps** (required): • Fiction Story Map — 02 During Reading: the Unfamiliar Words & Phrases table (Word/Phrase · pg# · Meaning): "To find the meaning, use context clues or look up the word/phrase. Record the meaning using as few key words/synonyms as possible." Overflow printable on p. 5 • Literary Elements Map — the Diction column, where connotation is the whole point of the work: students argue what a word was chosen to make the reader picture or feel, as distinct from what it literally says **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Key Terms panel (Social Studies edition); the Concept Map for mathematics and science vocabulary (Science & Math edition) **Usage note:** Context clues and multiple-meaning words are covered as printed; connotation and denotation are not taught by name in SOAR. Add one column to the Unfamiliar Words & Phrases table students already keep: after recording the meaning, they note whether the author chose that word for precision or for effect, and what it makes the reader picture or feel. That is denotation in the existing column and connotation in the new one, side by side.	**MET — WITH USAGE NOTE**

Objective family	Oklahoma codes	Where it is taught	Verdict
4.R.3	**6.4.R.3** **7.4.R.3** **8.4.R.3** **9.4.R.3** **10.4.R.3** **11.4.R.3** **12.4.R.3**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — the term-study routine, where an unfamiliar term is broken down before it is recorded **ELA Maps** (required): • Fiction Story Map — 02 During Reading: the Unfamiliar Words & Phrases table, where taking the word apart is one of the routes a student uses to resolve an entry before recording the meaning **Usage note:** Word parts and root families are not taught by name in SOAR 3.0. Oklahoma makes word parts a standalone objective at every grade and names a different root family at each band — Latin at grade 6, Greek at 7–8, and Anglo-Saxon, Greek and Latin at 9–12. Before recording a meaning on the Unfamiliar Words & Phrases table, have students try taking the word apart and write the prefix, root or suffix they recognized beside it, together with the root family it came from. Keep a running class list of roots by family across the year; a student who has met a root before should say so rather than look it up again.	**MET — WITH USAGE NOTE**
4.R.4	**6.4.R.4** **7.4.R.4** **8.4.R.4** **9.4.R.4** **10.4.R.4** **11.4.R.4** **12.4.R.4**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — the term entry a looked-up meaning is recorded into **ELA Maps** (required): • Fiction Story Map — 02 During Reading: the Unfamiliar Words & Phrases table, where “look up the word/phrase” is a printed option and the meaning is recorded in as few key words or synonyms as possible; overflow printable on p. 5 **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Key Terms panel (Social Studies edition) **Usage note:** SOAR has students look words up; Oklahoma asks what they should get out of the reference once they are in it. Add four fields to the term entry students already make — syllabication, pronunciation, part of speech, and the one definition that fits this sentence — plus a synonym and, at grades 6–8, an antonym. Require students to name which reference they used and say in a few words why that one fit: a thesaurus answers a different question from a glossary. At grades 9–12, add a fifth field for the word’s origin, taken from the dictionary entry’s etymology line, and have students connect it to the root families they are already tracking on 4.R.3. Dictionary, glossary and thesaurus use, and etymology, are not taught in SOAR; this step has students look them up and record what they find.	**MET — WITH USAGE NOTE**
4.W.1	**6.4.W.1** **7.4.W.1** **8.4.W.1** **9.4.W.1** **10.4.W.1** **11.4.W.1** **12.4.W.1**	**SOAR 3.0** (book + software): • Lesson 13: How to Study & Learn New Terms — where the vocabulary students later write with is acquired • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Composition REDecoder (Phase 3), codes A–D: complete sentences and descriptive adjectives and adverbs; Style elements codes O–T: remove unnecessary words, use active voice, choose descriptive verbs, and avoid clichés and slang • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED)	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
4.W.2	**6.4.W.2** **7.4.W.2** **8.4.W.2** **9.4.W.2** **10.4.W.2** **11.4.W.2** **12.4.W.2**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan, A. THE WHY, which fixes purpose, intended audience, angle and role before a word is drafted, so “a specific effect according to purpose” is a decision the student has already recorded – Composition REDecoder (Phase 3), Style elements codes O–T: the five senses, show rather than tell, descriptive verbs, avoid clichés and slang, vary cadence, and place emphatic words at the end of a sentence • Lesson 16: How to Learn Grammar & Punctuation — the word-choice pass within the Revising & Editing Decoder (RED) **ELA Maps** (required): • Literary Elements Map — the Diction column, where students see precise word choice named as a set of moves an author makes on purpose and then argue why each one was chosen; the Author’s Purpose row with Tone and Mood beneath it	**MET — IN THE CURRICULUM**
STANDARD 5: LANGUAGE			
5.R.1	**6.5.R.1** **7.5.R.1** **8.5.R.1** **9.5.R.1** **10.5.R.1** **11.5.R.1** **12.5.R.1**	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation – Grammar Symbols and the Four-Square Sentence, the tool that makes a sentence’s parts visible before its type is named – downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3) • Lesson 15: How to Write Paragraphs & Essays — Composition REDecoder (Phase 3), codes A–D: complete sentences, and sentence length and sound varied with prepositions, conjunctions, interjections and clauses placed before and after the core sentence; Style elements code O.3 active voice, code R parallel structure, and code S keep related words together, which is the misplaced-and-dangling-modifier rule stated as a craft move **ELA Maps** (required): • Literary Elements Map — the Syntax column, where word order is treated as something an author chooses for effect. This is the “understanding that usage and convention change over time” perspective grades 11–12 add: students meet syntactic choices as historical and stylistic rather than as fixed rules **Usage note:** The Four-Square Sentence and Composition REDecoder build and vary these sentences, but SOAR does not teach students to label sentence types, active and passive voice, or phrase and clause types by name. Add the naming step at the grade the state requires it: at grades 6–7, label two sentences per page simple, compound, complex or compound-complex and underline the dependent clause; from grade 8, mark active and passive voice on the same pass and rewrite one passive sentence to see what changes; at grades 9–12, mark parallel structure where code R applies and say what the parallelism did to the sentence’s meaning.	**MET — WITH USAGE NOTE**

Objective family	Oklahoma codes	Where it is taught	Verdict
5.R.2	**6.5.R.2** **7.5.R.2** **8.5.R.2** **9.5.R.2** **10.5.R.2** **11.5.R.2** **12.5.R.2**	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation — Grammar Symbols and the Four-Square Sentence; downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3) • Lesson 15: How to Write Paragraphs & Essays – Composition REDecoder (Phase 3), codes A–D, which work through descriptive adjectives and adverbs and through sentence length and sound varied with prepositions, conjunctions and interjections — the parts of speech Oklahoma lists, met as choices rather than as labels – Punctuation REDecoder (Phase 4): pronoun-antecedent agreement in gender, person and number, which is the vague-pronoun and antecedent expectation at grades 6–8; consistent person and consistent verb tense **Usage note:** The Grammar Symbols, Four-Square Sentence and both REDecoders teach nouns, verb tense, adjectives, prepositional phrases, pronoun-antecedent agreement, conjunctions, adverbs, interjections and coordinate adjectives (Punctuation REDecoder 5b) directly. Oklahoma also names items these tools do not code: subject-verb agreement (grades 6–7), gerunds (grade 7) and other verbals (grade 8), cumulative adjectives (grades 7–8), demonstrative pronouns (grade 7), correlative conjunctions (grades 7–8), and singular they/them/their (grades 6–8). Add each as an extra code when returning RED feedback in Rounds 2 and 3. Oklahoma asks for the impact on meaning, not the label. Where the REDecoder has students add or vary a part of speech, add one question — read the sentence with the change and without it, and say in a few words what changed for the reader. Verb tense is the clearest place to start at grade 6, since the state ties it to times, sequences, conditions and states: change the tense of one sentence in the current text and have students say what moved. At grades 9–12, where the objective narrows to noun, verb, adjectival and adverbial phrases, run the same question on a phrase rather than a single word.	**MET — WITH USAGE NOTE**
5.W.1 — sentence types	**6.5.W.1** **7.5.W.1** **8.5.W.1** **Gr 9–12: no objective at these grades**	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation — the Four-Square Sentence, the tool students build sentences with, and Grammar Symbols • Lesson 15: How to Write Paragraphs & Essays – Composition REDecoder (Phase 3), codes A–D: complete sentences; descriptive adjectives and adverbs; sentence length varied using prepositions, conjunctions and interjections; and sentence sound varied with clauses placed before and after the core sentence — which is compound and complex construction worked as a clarity-and-variety move, exactly as this objective frames it – Composition REDecoder, Style elements code Q: compound sentences used deliberately for cadence **Interpretation note:** Oklahoma states plainly that grades 9–12 have no objective about sentence types; the correlation above applies to grades 6–8.	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
5.W.1 — active/passive voice and parallel structure	**Gr 6–8: no objective at these grades** **9.5.W.1** **10.5.W.1** **Gr 11–12: no objective at these grades**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Composition REDecoder (Phase 3), Style elements code O.3: use active voice, and code R: hold parallel structure across lists, comparisons, headings and subheadings, and phrases and clauses. Those two codes are this objective, worked on the student's own draft during the revising pass – Composition REDecoder codes A–D, where clauses placed before and after the core sentence are the phrase-and-clause level grade 10 adds • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), the revising rounds in which the coded feedback returns from a helper and then the teacher, so students revise for these two rather than only recognize them **Usage note:** Code O.3 teaches active voice as the default and code R teaches parallel structure directly. Oklahoma also asks students to use passive voice for effect at grades 9–10, which the REDecoder does not code. On the Phase 3 pass, have students find one sentence where the doer matters less than what was done, write it both ways, and say in one line which version suits the piece and why. **Interpretation note:** Oklahoma states plainly that grades 6–8 and grades 11–12 have no objective about active/passive voice and parallel structure; the correlation above applies to grades 9 and 10 only.	**MET — WITH USAGE NOTE**
5.W.2 (6–10) / 5.W.1 (11–12)	**6.5.W.2** **7.5.W.2** **8.5.W.2** **9.5.W.2** **10.5.W.2** **11.5.W.1** **12.5.W.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Composition REDecoder (Phase 3), codes A–D: descriptive adjectives and adverbs, and sentence length and sound varied using prepositions, conjunctions, interjections and clauses placed before and after the core sentence — the parts of speech and the phrase-and-clause work Oklahoma names, cited as the clarity-and-variety moves this objective asks for – Composition REDecoder, Style elements codes O–T, which is the style dimension grades 9–12 add • Lesson 16: How to Learn Grammar & Punctuation — Grammar Symbols and the Four-Square Sentence; downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3) • Lesson 17: How to Give Presentations — where the same choices are applied to presentations, which grades 9–12 name alongside writing **ELA Maps** (required): • Literary Elements Map — the Diction and Syntax columns, where a student meets an author breaking a convention deliberately and has to defend why it worked. That is the "intentionally breaking the rules for effect" expectation grades 11–12 add, met in someone else's writing before it is attempted in their own **Usage note:** The Grammar Symbols, Four-Square Sentence and Composition REDecoder teach the parts of speech, phrases and clauses this objective names directly. One grade 8 item is not coded: verbals (gerunds, participles and infinitives). Have students mark one verbal per paragraph with their Grammar Symbols and say what it adds to the sentence, and add verbals as an extra code when returning RED feedback in Rounds 2 and 3.	**MET — WITH USAGE NOTE**

Objective family	Oklahoma codes	Where it is taught	Verdict
5.W.3 (6–10) / 5.W.2 (11–12)	**6.5.W.3** **7.5.W.3** **8.5.W.3** **9.5.W.3** **10.5.W.3** **11.5.W.2** **12.5.W.2**	**SOAR 3.0** (book + software): • Lesson 16: How to Learn Grammar & Punctuation – Revising & Editing Decoder (RED): Round 1 self-evaluation, then Rounds 2 and 3 returning coded feedback from a helper and from the teacher, so students correct rather than only recognize – Grammar Symbols and the Four-Square Sentence; downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3) • Lesson 15: How to Write Paragraphs & Essays – Punctuation REDecoder (Phase 4): consistent person, which is the second-person-in-formal-writing rule at grade 8; consistent verb tense, which is the tense-shift rule; and pronoun-antecedent agreement in gender, person and number, which is the pronoun-shift and vague-pronoun rule – Composition REDecoder (Phase 3), code A: complete sentences with a subject and predicate, the fragment check; Style elements code S: keep related words together, which is the misplaced-and-dangling-modifier rule – Punctuation REDecoder (Phase 4), items 5g and 6a: a comma before a FANBOYS conjunction, or a semicolon between two closely related independent clauses — the two repairs for a run-on **ELA Maps** (required): • Literary Elements Map — the Diction column's colloquialism and dialect concepts, where a writer departs from standard usage on purpose and the class argues what it achieved. That is the "intentionally departing from standard usage to achieve a specific effect" clause at grades 10–12, which is otherwise a license with no instruction behind it **Usage note:** The RED and both REDecoders teach shifts in verb tense and person, pronoun-antecedent agreement and modifier placement directly. Oklahoma also names two grade 6–7 items these tools do not code: errors in subject-verb agreement, and run-on sentences. For agreement, have students mark the subject and the verb with their Grammar Symbols and check that the two match. For run-ons, have them mark each independent clause and confirm every pair is joined by a comma and a FANBOYS word, a semicolon, or a period. Add both as extra codes when returning RED feedback in Rounds 2 and 3.	**MET — WITH USAGE NOTE**
5.W.4 (6–10) / 5.W.3 (11–12) — capitalization	**6.5.W.4** **7.5.W.4** **8.5.W.4** **9.5.W.4** **10.5.W.4** **11.5.W.3** **12.5.W.3**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Punctuation REDecoder (Phase 4), item 4 (a–f): the first word of a sentence, proper nouns, titles, the first word of a quotation, days, months and holidays, and named time periods • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), Round 1: check that every sentence starts with a capital letter and ends with the correct punctuation **Interpretation note:** Oklahoma marks this objective Grade of Mastery: 4, so grades 6–12 are maintenance: the capitalization items run on every piece as part of the Phase 4 edit.	**MET — IN THE CURRICULUM**
5.W.5 (6–10) / 5.W.4 (11–12) — end marks	**6.5.W.5** **7.5.W.5** **8.5.W.5** **9.5.W.5** **10.5.W.5** **11.5.W.4** **12.5.W.4**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Punctuation REDecoder (Phase 4), item 3: end with a period, question mark or exclamation mark • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), Round 1: check that every sentence starts with a capital letter and ends with the correct punctuation **Interpretation note:** Oklahoma marks this objective Grade of Mastery: 4, so grades 6–12 are maintenance: the end-punctuation item runs on every piece as part of the Phase 4 edit.	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
5.W.6 (6–10) / 5.W.5 (11–12) — apostrophes	**6.5.W.6** **7.5.W.6** **8.5.W.6** **9.5.W.6** **10.5.W.6** **11.5.W.5** **12.5.W.5**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Punctuation REDecoder (Phase 4), item 1: apostrophes with singular and plural possessives, and possessive pronouns without apostrophes, including it's / its • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), the editing rounds **Interpretation note:** Oklahoma marks this objective Grade of Mastery: 5, so grades 6–12 are maintenance: item 1 runs on every piece as part of the Phase 4 edit.	**MET — IN THE CURRICULUM**
5.W.7 (6–10) / 5.W.6 (11–12) — commas	**6.5.W.7** **7.5.W.7** **8.5.W.7** **9.5.W.7** **10.5.W.7** **11.5.W.6** **12.5.W.6**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Punctuation REDecoder (Phase 4), item 5 (commas a–i): items in a list (a), two adjectives describing the same noun (b), to prevent misreading (c), after an introductory clause (d), around a mid-sentence dependent clause (e), a direct quotation's explainer (f), before FANBOYS (g), an interjection (h), and an unnecessary-comma code (i); item 9: commas, dashes or parentheses to insert extra information — which carries the introductory-element (grade 6), series (grade 7), coordinate-adjective (grade 8) and parenthetical (grade 9) uses • Lesson 16: How to Learn Grammar & Punctuation – Revising & Editing Decoder (RED), Round 1, which checks comma use after capitalization and end punctuation – downloadable grammar reference tools and reference charts (StudySkills.com/bonus-v3) **Usage note:** Oklahoma teaches one comma use per grade from 6 to 9 and then marks the objective Grade of Mastery: 9 at grades 10–12. The REDecoder's comma block covers all four uses at once, so pace it to the grade: assign the one item that matches this grade's objective as the required check and treat the rest as available. One grade 6 use is not coded: the comma of direct address ("Where are you, Sam?"). Add it to the grade 6 check beside item 5d — the name of the person spoken to is set off with commas wherever it falls in the sentence. From grade 10 the whole block runs as maintenance on every piece.	**MET — WITH USAGE NOTE**
5.W.8 (6–10) / 5.W.7 (11–12) — colons	**6.5.W.8** **7.5.W.8** **8.5.W.8** **9.5.W.8** **10.5.W.8** **11.5.W.7** **12.5.W.7**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Punctuation REDecoder (Phase 4): colons, and commas, dashes and parentheses for inserted information — which carries the dash grades 11–12 add alongside the colon – 3D Writing Organizer, where quotations arrive already attached to a numbered source, so the colon-before-a-quotation use at grades 6–8 has a real occasion in the student's own draft • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), the editing rounds	**MET — IN THE CURRICULUM**
5.W.9 (6–10) / 5.W.8 (11–12) — quotation marks and ellipses	**6.5.W.9** **7.5.W.9** **8.5.W.9** **9.5.W.9** **10.5.W.9** **11.5.W.8** **12.5.W.8**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Punctuation REDecoder (Phase 4): quotation marks; title formatting — major works italicized or underlined, minor works in quotation marks, unpublished titles capitalized only, which is the titles-of-works use at grades 6–7 – Composition REDecoder (Phase 3), codes Z–CC for literary analysis: support quotes with a proper lead-in and transition – 3D Writing Organizer, where every quotation is numbered to its source before it enters the draft **Usage note:** The skill changes at grade 9 from quotation marks to ellipses and brackets, and the REDecoder does not carry those two marks by name. Add them to the Phase 4 edit as a paired check on any piece using research: an ellipsis marks what was cut from a quotation, brackets mark what was added to it, and neither may change what the source meant. Students who trim a quotation on the 3D Writing Organizer mark it there, so the check runs where the quotation already lives.	**MET — WITH USAGE NOTE**

Objective family	Oklahoma codes	Where it is taught	Verdict
5.W.10 (6–10) / 5.W.9 (11–12) — italics	**6.5.W.10** **7.5.W.10** **8.5.W.10** **9.5.W.10** **10.5.W.10** **11.5.W.9** **12.5.W.9**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — Writing Roadmap, Punctuation REDecoder (Phase 4): title formatting — major works italicized or underlined, minor works in quotation marks, unpublished titles capitalized only • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), the editing rounds **ELA Maps** (required): • Fiction Story Map — 01 Before Reading: Style of Language (Modern / "Old-fashioned"), and 02 During Reading: the Unfamiliar Words & Phrases table, where words in a foreign language are met as text before grades 7–8 ask students to format them in their own writing **Usage note:** Oklahoma adds two uses at grades 7–8 that the REDecoder's title-formatting item does not name — italics for a character's thoughts in a narrative, and for words in a foreign language. Add both to the Phase 4 edit on any narrative piece. The thoughts case pairs naturally with Composition REDecoder code DD, which already asks that new speakers get new paragraphs: dialogue is spoken and marked with quotation marks, thought is unspoken and marked with italics. Grades 9–12 mark this objective Grade of Mastery: 8, so it runs as maintenance there.	**MET — WITH USAGE NOTE**
5.W.11 (6–10) / 5.W.10 (11–12) — semicolons	**6.5.W.11** **7.5.W.11** **8.5.W.11** **9.5.W.11** **10.5.W.11** **11.5.W.10** **12.5.W.10**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Punctuation REDecoder (Phase 4): semicolons – Composition REDecoder (Phase 3), code D: sentence sound varied with clauses placed before and after the core sentence, and Style elements code Q: compound sentences used for cadence — which is the compound and compound-complex sentence this objective asks students to punctuate, built in the same tool that then checks the punctuation • Lesson 16: How to Learn Grammar & Punctuation — Revising & Editing Decoder (RED), the editing rounds	**MET — IN THE CURRICULUM**
STANDARD 6: RESEARCH			
6.R.1	**6.6.R.1** **7.6.R.1** **8.6.R.1** **9.6.R.1** **10.6.R.1** **11.6.R.1** **12.6.R.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan, B. THE OUTCOME: what questions should my paper answer, with smaller questions combined into guiding questions and three to four answers required behind each – 3D Writing Organizer: one pocket per guiding question, so the research question is the structure the information is gathered into rather than a preface to it • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4), which is how the information found is comprehended rather than only collected — the verb Oklahoma adds at grade 7 • Lesson 15 Articles (student lesson and Teacher Presentation Tool): "How to Do Online Research & Verify Sources." **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading, Step 1: turn each heading and sub-heading into a question, then answer it; Layer 3: write your own quiz questions in the left margin	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
6.R.2	**6.6.R.2** **7.6.R.2** **8.6.R.2** **9.6.R.2** **10.6.R.2** **11.6.R.2** **12.6.R.2**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays — 3D Writing Organizer: information recorded one pocket per guiding question, every answer in the student's own words, every source numbered as it enters — which is the record-and-organize routine this objective describes – Lesson 15, Phase 1, D. Collect thoughts and/or research: "Avoid plagiarism; write answers in your own words"; a direct quote is marked with quotation marks and its page number recorded • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine, for interviews, lectures and other primary sources • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Lesson 15 Articles (student lesson and Teacher Presentation Tool): "How to Do Online Research & Verify Sources." **ELA Maps** (optional): • Nonfiction Notes Map — Layer 2 During Reading: the Event Map for chronological primary sources and the Concept Map for descriptive ones; Layer 4: synthesis across a full unit or book, which is what grades 9–12 raise this objective to **Usage note:** Grades 7–12 add ethical and legal guidelines to this objective. Lesson 15 teaches the ethical half — avoid plagiarism, write answers in your own words, mark direct quotes — and the source number beside every answer is what makes the difference between using a source and taking it. The legal half — copyright and permission to reuse — is not taught in SOAR. Add one question before any material enters a pocket — may we reuse this, and how do we know? — with images and data the cases most worth running it on.	**MET — WITH USAGE NOTE**
6.R.3	**6.6.R.3** **7.6.R.3** **8.6.R.3** **9.6.R.3** **10.6.R.3** **11.6.R.3** **12.6.R.3**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction – the strategies for executing this standard; relevance is judged against the questions the reader set before starting, and layered comprehension (Layers 1–4) is where the evidence behind a claim is collected before it is weighed – Apply + practice (Layer 3, App & StudySkills.com/bonus-v3), which prompts students to collect evidence of those strategies in action • Lesson 15: How to Write Paragraphs & Essays — 3D Writing Organizer, a device built entirely for conducting this kind of evidence: information is sorted into the pocket it answers and every source is numbered, so material that fits no pocket is by definition not relevant to the piece • Lesson 15 Articles (student lesson and Teacher Presentation Tool): "How to Do Online Research & Verify Sources." **ELA Maps** (optional): • Nonfiction Notes Map – Layer 1 Before Reading, Step 3 Evaluate the Author: review the author's background and rank the likely motivation from most to least likely — Persuade, Inform, Entertain, Other – Layer 4 After Reading: the author's background, tone and use of rhetoric, and "In your opinion, did the author present convincing evidence to support his/her claim? Why/why not?" — which is the validity judgment grades 7–12 add	**MET — IN THE CURRICULUM**
6.W.1	**6.6.W.1** **7.6.W.1** **8.6.W.1** **9.6.W.1** **10.6.W.1** **11.6.W.1** **12.6.W.1**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan, B. THE OUTCOME: "what questions should my paper answer," with smaller questions combined into guiding questions and each guiding question required to carry three to four answers. A question that cannot carry three to four answers is not yet viable, which is the test this objective asks for, and combining smaller questions into it is the refinement – 3D Writing Organizer, where a question that fills no pocket is revised or dropped, so refinement continues through the research rather than ending at the plan	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
6.W.2	**6.6.W.2** **7.6.W.2** **8.6.W.2** **9.6.W.2** **10.6.W.2** **11.6.W.2** **12.6.W.2**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan, A. THE WHY, and the Writing Planning Guide center panel “What Is Your Topic & Angle?” — a topic narrowed to a specific angle is the thesis this objective asks for, stated before drafting – Writing Roadmap (Expository and Argument), p. 2, pocket G, the introductory paragraph, where the thesis is written into the piece – Composition REDecoder (Phase 3), codes U–Y: for arguments, defend opinions with facts and evidence, which is what makes a thesis defensible rather than merely stated — the word grades 8–12 add **Usage note:** The Writing Roadmap produces a topic and angle; Oklahoma asks for a single clear, concise sentence. Have students write the thesis as one sentence on the center panel before any pocket is filled, then check it twice — once after the Organizer is built, and once during the Phase 3 revising pass. From grade 8, add the defensibility test: name the strongest objection to the thesis and say which pocket answers it. A thesis with no objection is a topic, not a claim.	**MET — WITH USAGE NOTE**
6.W.3	**6.6.W.3** **7.6.W.3** **8.6.W.3** **9.6.W.3** **10.6.W.3** **11.6.W.3** **12.6.W.3**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – 3D Writing Organizer: research is collected with every source numbered, and every answer written in the student’s own words beside its number, which is the paraphrase-and-summarize routine and the plagiarism rule in one move – Lesson 15, Phase 1, D. Collect thoughts and/or research: “Avoid plagiarism; write answers in your own words”; a direct quote is marked with quotation marks and its page number recorded – Composition REDecoder (Phase 3), codes Z–CC for literary analysis: support quotes with a proper lead-in and transition, which is the integration grades 9–12 ask for – Punctuation REDecoder (Phase 4): quotation marks, and title formatting for major, minor and unpublished works • Lesson 13: How to Study & Learn New Terms — recording a meaning in as few key words as possible, which is summarizing practiced at term level **Usage note:** SOAR numbers sources; Oklahoma asks for a consistent citation style by name. SOAR does not teach a citation style. Choose one style for the course — MLA or APA — and keep a numbered source list beside the 3D Writing Organizer with the fields that style requires, filled before a source may be used. Students then cite by number while drafting and expand to full form at the Phase 4 edit, so citation is a formatting step over data they already hold rather than a scramble at the end.	**MET — WITH USAGE NOTE**
6.W.4	**6.6.W.4** **7.6.W.4** **8.6.W.4** **9.6.W.4** **10.6.W.4** **11.6.W.4** **12.6.W.4**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – the Writing Roadmap runs at both scales: Phase 1 alone for a single-sitting piece, and all six phases for a sustained project – 3D Writing Organizer, which scales with the number of guiding questions rather than being rebuilt for a longer piece • Lesson 17: How to Give Presentations — the presentation route for research, which grades 9–12 name when they ask for research presented to a variety of audiences; Exit Presentation: see Assessments in Teacher’s Guide • Lesson 11: How to Communicate with Teachers & Peers — Ten ways to manage group work, for a project run across a week or longer • Lesson 9: Organize Your Time & Manage Stress — breaking a sustained project into steps with a deadline on each, which is what makes an extended timeframe workable for a student working independently **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking: Giving a Presentation, The Content, which routes through the Writing Roadmap planning sequence, for the informal-discussion and presentation formats at grades 9–12	**MET — IN THE CURRICULUM**

Objective family	Oklahoma codes	Where it is taught	Verdict
STANDARD 7: MULTIMODAL LITERACIES			
7.R	**6.7.R** **7.7.R** **8.7.R** **9.7.R** **10.7.R** **11.7.R** **12.7.R**	**SOAR 3.0** (book + software): • Lesson 17: How to Give Presentations — preparing content, visuals and delivery, and Section D: How to Strategically Use: Visuals, Props, & Digital Media. The criteria SOAR gives for producing multimodal content are the criteria a student turns on someone else's • Lesson 12: How to Listen & Take Notes — the listening and note-taking routine, for aural and audio-visual content • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4) • Teacher Presentation Tool — Multi-Media Links and Articles (every lesson), which is where multimodal content arrives in the course to be analyzed **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking, The Visuals: a clean slide template, the 5×5 rule, a maximum of two visuals per slide, and testing the presentation; The Delivery, non-verbals and timing — the gestural criteria, stated as things that can be judged • Nonfiction Notes Map — Layer 1 Before Reading, Step 2 "Read the Visuals": look at each visual, read the caption, and ask how it connects to the title **Usage note:** SOAR teaches these criteria for producing multimodal content; Oklahoma asks students to analyze someone else's against them, from various perspectives, and from grade 8 to name the rhetorical effect intended. Turn the tools around once per unit. Students score a real artifact — a documentary clip, an advertisement, a museum panel, a classmate's deck — against the Visuals and Delivery criteria, then answer two questions from two different intended audiences and say where the judgments part company. From grade 8, add a third: what was this technique meant to make the audience feel or do, and did it work?	**MET — WITH USAGE NOTE**
7.W	**6.7.W** **7.7.W** **8.7.W** **9.7.W** **10.7.W** **11.7.W** **12.7.W**	**SOAR 3.0** (book + software): • Lesson 17: How to Give Presentations — preparing content, visuals and delivery; Section D: How to Strategically Use: Visuals, Props, & Digital Media, covering photos, illustrations, physical props and multimedia • Lesson 15: How to Write Paragraphs & Essays – Writing Roadmap, Phase 1: Plan (purpose, topic, audience, angle, role), which is where the intended audience and purpose Oklahoma requires are fixed; Phase 5: Publish, formatting the same piece differently for a blog than for an email newsletter – the digital 3D Writing Organizer built in PowerPoint or Google Slides, one slide per pocket • Exit Presentation: see Assessments in Teacher's Guide — the multimodal artifact the course builds toward **ELA Maps** (optional): • Speaking & Listening Map — Formal Speaking: The Content, routed through the Writing Roadmap planning sequence and the nine lede types; The Visuals, including the clean slide template, the 5×5 rule and a maximum of two visuals per slide; The Delivery, eight practice steps covering non-verbals, timing with planned pauses and mastering the opening — the aural and gestural modes Oklahoma names **Usage note:** The presentation is the multimodal artifact SOAR already has students build, and it covers the alphabetic, visual, aural and gestural modes directly. Spatial is the mode with no named asset: add one requirement to the existing Visuals step — students say why each visual sits where it does, and what a viewer's eye is meant to reach first, second and third. From grade 9, where Oklahoma ties this to enhancing understanding of findings, reasoning and evidence, require the deck to be built from a completed 3D Writing Organizer so each slide carries one pocket's evidence rather than a restatement of the claim.	**MET — WITH USAGE NOTE**

Objective family	Oklahoma codes	Where it is taught	Verdict
STANDARD 8: INDEPENDENT READING AND WRITING			
8.R	**6.8.R** **7.8.R** **8.8.R** **9.8.R** **10.8.R** **11.8.R** **12.8.R**	**SOAR 3.0** (book + software): • Lesson 10: How to Read Textbooks and Nonfiction — layered comprehension (Layers 1–4), carried across a full chapter, unit or book • Lesson 13: How to Study & Learn New Terms — How to study English language arts (ELA) — the three named barriers to understanding literature and the strategy for each: preview the story, build a proper-noun map, and link unfamiliar words to context, which is what makes a self-selected demanding text survivable **ELA Maps** (required): • Fiction Story Map — Story Mapping; Story Coding; 05 After Reading: Story Structure: Plot Diagram, Conflict Analysis, and the Objective Summary of Theme • Literary Elements Map — the six element rows and their printed definitions give a reader named concepts to hold onto in a demanding text, and the Tier 1 to Tier 3 card progression expands craft vocabulary within the same course as the texts get longer and harder **ELA Maps** (optional): • Nonfiction Notes Map — Layers 1–4 carried across a full chapter, unit or book, in the Social Studies or Science & Math edition **Usage note:** The Fiction Story Map is length-independent — the same four pages serve a two-page short story and a full novel. That is what makes “various lengths of time” workable at grades 6–8 and “extended periods” workable at grades 9–12: students choose the text and the same routine runs across it whatever its size. Teachers select the range to match student need and the rigor of the course, and students working alone complete a portion of the Map rather than the whole. Volume of text, not volume of Map, is what builds the independence this objective describes.	**MET — WITH USAGE NOTE**
8.W	**6.8.W** **7.8.W** **8.8.W** **9.8.W** **10.8.W** **11.8.W** **12.8.W**	**SOAR 3.0** (book + software): • Lesson 15: How to Write Paragraphs & Essays – the Writing Roadmap runs at both scales, Phase 1 alone for a short piece and all six phases for an extended one; p. 2, the Writing Planning Guide, which changes with the genre, so a student choosing their own mode has a planning page for whichever they pick – Writing Roadmap, Phase 6: The Retrospective, where a student names what they learned about their own process, which is what turns repeated independent writing into a deliberate selection of mode and genre – How to Write an Email — 3Qs + 1 Thank You, a short-form mode with its own audience and purpose • Writing Reflection: see Teacher Presentation Tool (every lesson) — the recurring independent writing slot across the course • Teacher Presentation Tool — SOAR Notes (printable/downloadable, provided for every lesson) **5-Minute Fast-Write** (available upon request): • A daily timed writing activity, written in print, cursive or typing at the student’s choice — which is the medium half of this objective, practiced daily rather than assigned • Available upon request — email info@studyskills.com and we will send it to you. **Usage note:** Oklahoma asks for independence in three dimensions — medium, length and genre — and from grade 7 for modes to be combined rather than only chosen. Run the Fast-Write daily for the short end, with students choosing the medium; use the Writing Reflection and the Lesson 15 process for the long end. Once a term, students look back across their own Fast-Write entries and name which mode and genre they reached for most often, then pick one they have avoided for the next extended piece. From grade 9, require the extended piece to combine two modes and say in one line why the combination suited that audience.	**MET — WITH USAGE NOTE**

NOTES

Claim. SOAR Learning & Soft Skills (3.0), with the ELA Maps where noted, addresses all 56 objective families across all 8 standards of the 2021 Oklahoma Academic Standards for English Language Arts, grades 6–12 — 30 MET — IN THE CURRICULUM, 26 MET — WITH USAGE NOTE.

Texts. Where Oklahoma ties an objective to a body of texts — works written from a variety of historical, cultural, ethnic and global perspectives (Standard 3), increasingly complex texts (Standard 2), and self-selected texts read independently (Standard 8) — SOAR supplies the reading routine and the district supplies the texts.

Grades with no objective. Oklahoma states explicitly where a skill does not exist at a grade, either because it was mastered earlier or because it begins later. Those grades print in the codes column as “no objective at this grade” (or “at these grades”), and the row’s interpretation note gives Oklahoma’s own explanation. They are the state’s text, not gaps in this correlation.

Two rows share the code 5.W.1. Grades 6–8 use 5.W.1 for sentence types; grades 9–10 use 5.W.1 for active/passive voice and parallel structure. They are different skills and are kept as two rows, matching Oklahoma’s own chart.

Objective numbers shift between bands. In Standard 3 Reading the numbering runs one higher in grades 6–8 than in 9–12 (6–8 3.R.6/3.R.7/3.R.8 correspond to 9–12 3.R.5/3.R.6/3.R.7). In Standard 5 Writing the 11–12 numbering runs one lower than 6–10 from 5.W.2 onward. The Objective family column carries both numbers wherever they differ, and the codes column prints each grade’s own number.

Where the ELA Maps are required. Twenty rows cite the ELA Maps as required evidence — the Fiction Story Map, the Literary Elements Map, or both. Three literature rows, 3.R.3, 3.R.4 and 3.R.5, rest on the Maps alone; the other seventeen also cite SOAR 3.0. The ELA Maps are a separate product, commonly bundled with SOAR Learning. The remaining thirty-six rows stand on the SOAR 3.0 book and software; the 8.W row also cites the 5-Minute Fast-Write, available upon request.

Optional citations. Lines marked **ELA Maps (optional)** are additional correlation for schools that have those maps. They are never the sole evidence for the row they sit on.

Why every row names a location. A correlation is only useful if a teacher can find the thing being claimed — in the materials they actually own. Naming the lesson and the section is what separates a usable correlation from a checkmark.

Source. Oklahoma State Department of Education, Oklahoma Academic Standards for English Language Arts, Vertical Progressions, Grades 6-12 (companion to the 2021 OAS ELA, approved 2021-02-25). Retrieved 29 Aug 2026 from https://oklahoma.gov/content/dam/ok/en/osde/documents/services/standards-learning/english-language-arts/ela-standards/Vertical%20Progression%20Grades%206-12.pdf — cross-checked against the complete standards document at https://oklahoma.gov/content/dam/ok/en/osde/documents/services/literacy-policy-and-programs/oklahoma-academic-standards/2021-OAS-English-Language-Arts-Standards.pdf

Keeping this current. *Updated Nov 2026. Standards bodies revise; if your state has updated its standards since this date, contact us and we’ll update the correlation.