Oklahoma

OKLAHOMA STANDARDS CORRELATIONS

Typing.com meets a variety of Oklahoma student learning standards, helping to prepare students for college, career, and digital citizenship in an increasingly connected world. Our curriculum includes games and media-rich activities that ensure students are engaged and self-motivated while developing important keyboarding, digital literacy, and digital citizenship skills.

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Pre-keyboarding Skills

K.7.R
Students will explore ideas and topics in multimodal content.

K.CS.D.01
With guidance, follow directions and start to make appropriate choices to use computing devices to perform a variety of tasks.

K.CS.HS.01
Use appropriate terminology to locate and identify common computing devices and components, in a variety of environments (e.g., desktop computer, laptop computer, tablet device, monitor, keyboard, mouse, printer).

Learn the Keys 1

K.2.PC.3
Students will recognize that print moves from top to bottom, left to right, and front to back.

K.2.PC.4
Students will recognize that written words are made up of letters and are separated by spaces.

K.7.R
Students will explore ideas and topics in multimodal content.

K.CS.D.01
With guidance, follow directions and start to make appropriate choices to use computing devices to perform a variety of tasks.

Learn the Keys 2

K.2.PC.3
Students will recognize that print moves from top to bottom, left to right, and front to back.

K.2.PC.4
Students will recognize that written words are made up of letters and are separated by spaces.

K.7.R
Students will explore ideas and topics in multimodal content.

K.CS.D.01
With guidance, follow directions and start to make appropriate choices to use computing devices to perform a variety of tasks.

Word Practice

K.2.PA.2
Students will distinguish rhyming and non-rhyming pairs and produce a rhyme when given a word.

K.2.PC.3
Students will recognize that print moves from top to bottom, left to right, and front to back.

K.2.PC.4
Students will recognize that written words are made up of letters and are separated by spaces.

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.

K.4.R.3
Students will begin to acquire new vocabulary and relate new words to prior knowledge.

K.7.R
Students will explore ideas and topics in multimodal content.

K.CS.D.01
With guidance, follow directions and start to make appropriate choices to use computing devices to perform a variety of tasks.

Pre-Keyboarding

1.CS.D.01
With guidance, select and use a computing device to perform a variety of tasks for an intended outcome.

1.CS.HS.01
Use appropriate terminology in naming and describing the function of common computing devices and components (e.g., mouse is used to control the cursor).

Learn the Keys

1.2.PC.1
Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark).

1.CS.D.01
With guidance, select and use a computing device to perform a variety of tasks for an intended outcome.

Punctuation & Numbers

1.2.PC.1
Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark).

1.5.W.3
Students will capitalize the first letter of a sentence, proper names, and months and days of the week.

1.5.W.4
Students will use periods, question marks, and exclamation points.

1.CS.D.01
With guidance, select and use a computing device to perform a variety of tasks for an intended outcome.

Cross-Curricular Typing

1.2.PC.1
Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark).

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).

1.4.R.5
Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

1.5.W.3
Students will capitalize the first letter of a sentence, proper names, and months and days of the week.

1.5.W.4
Students will use periods, question marks, and exclamation points.

1.CS.D.01
With guidance, select and use a computing device to perform a variety of tasks for an intended outcome.

Digital Citizenship & Communication

1.2.PC.1
Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark).

1.5.W.3
Students will capitalize the first letter of a sentence, proper names, and months and days of the week.

1.5.W.4
Students will use periods, question marks, and exclamation points.

1.CS.D.01
With guidance, select and use a computing device to perform a variety of tasks for an intended outcome.

1.NI.C.01
Identify what passwords are; explain why they are not shared; and discuss what makes a password strong. Independently, use passwords to access technological devices, apps, etc.

1.IC.SI.01
With guidance, identify appropriate and inappropriate behavior. Act responsibly while participating in an online community and know how to report concerns.

Pre-Keyboarding

2.CS.D.01
Select and use a computing device to perform a variety of tasks for an intended outcome.

2.CS.HS.01
Identify the components of a computer system and what the basic functions are (e.g., hard drive and memory) as well as peripherals (e.g., printers, scanners, external hard drives) and external storage features and their uses (e.g., cloud storage).

Learn the Keys

2.8.W
Students will write independently using print and/or typing over various lengths of time for a variety of purposes.

2.CS.D.01
Select and use a computing device to perform a variety of tasks for an intended outcome.

Punctuation & Numbers

2.5.W.3
Students will punctuate initials and capitalize holidays, product names, initials, and months and days of the week.

2.5.W.4
Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

2.5.W.5
Students will use apostrophes to form simple contractions (e.g., isn't, aren't, can't).

2.8.W
Students will write independently using print and/or typing over various lengths of time for a variety of purposes.

2.CS.D.01
Select and use a computing device to perform a variety of tasks for an intended outcome.

Cross-Curricular Typing

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.

2.4.R.5
Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new

situations.

2.5.R.2
Students will recognize parts of speech in sentences:
● common, proper, and irregular plural nouns

2.5.W.4
Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

2.8.W
Students will write independently using print and/or typing over various lengths of time for a variety of purposes.

2.CS.D.01
Select and use a computing device to perform a variety of tasks for an intended outcome.

Digital Citizenship & Communication

2.5.W.4
Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

2.8.W
Students will write independently using print and/or typing over various lengths of time for a variety of purposes.

2.CS.D.01
Select and use a computing device to perform a variety of tasks for an intended outcome.

2.NI.C.01
Explain what passwords are; why we use them, and use strong passwords to protect devices and information from unauthorized access.

2.IC.SI.01
Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.

Creative Writing

2.3.W.1
Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place).

2.3.W.3
Students will write an opinion about a topic and provide reasons as support in a paragraph.

2.4.W.2
Students will use language in speaking and writing according to purpose and audience.

2.8.W

Students will write independently using print and/or typing over various lengths of time for a variety of purposes.

2.CS.D.01
Select and use a computing device to perform a variety of tasks for an intended outcome.

Pre-Keyboarding

3.CS.HS.01
Model how information flows through hardware and software to accomplish tasks.

Learn the Keys

3.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Punctuation & Advanced Keys

3.5.W.4
Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

3.5.W.5
Students will use apostrophes to form complex contractions (e.g., should've, won't, y'all) and to show possession.

3.5.W.8
Students will use quotation marks to indicate dialogue.

3.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Cross-Curricular Typing

3.2.PWS.2
Students will decode words by applying knowledge of structural analysis:
● contractions
● abbreviations
● common roots and related prefixes and suffixes
● morphology

3.2.SE.3
Students will use structural analysis to correctly spell the following parts of words:
● common prefixes
● common suffixes
● common spelling rules related to adding prefixes and suffixes (e.g., changing y to i, doubling a consonant)

3.4.R.1
Students will identify relationships among words, including synonyms, antonyms, homophones, and homographs.

3.4.R.2
Students will use context clues to clarify the meaning of words.

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.

3.4.R.4
Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.

3.4.R.5
Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

3.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Digital Citizenship & Communication

3.4.R.5
Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

3.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

3.NI.C.01
 Identify problems that relate to inappropriate use of computing devices and networks.

3.IC.SI.01
Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.

Creative Writing

3.3.W.1
Students will write narratives incorporating:
● setting
● plot
● characters
● characterization

3.3.W.3
Students will write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.

3.4.W.1
Students will use grade-level vocabulary in writing to clearly communicate ideas.

3.7.W
 Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content:
● writing/alphabetic
● sound, visual, and/or spatial
● movement

3.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Pre-Keyboarding

Learn the Keys

4.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Punctuation & Advanced Keys

4.5.W.5
Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

4.5.W.6
Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.

4.5.W.8
Students will use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).

4.5.W.9
Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

4.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Cross-Curricular Typing

4.2.PWS.2
Students will decode words by applying knowledge of structural analysis:
● contractions
● abbreviations
● common roots and related affixes
● morphology
● semantics

4.2.R.1
Students will determine the key details that support the main idea of a text.

4.2.R.3
Students will summarize and sequence the important events of a story.

4.3.R.3
Students will find textual evidence of literary elements:
● setting
● plot
● characters (i.e., protagonist, antagonist)
● characterization
● conflict

4.4.R.1
Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.

4.4.R.2
Students will use context clues to clarify the meaning of words.

4.4.R.3
Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.

4.4.R.4
Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.

4.4.R.5
Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

4.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Digital Citizenship & Communication

4.4.R.5
Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

4.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

4.NI.C.01
Identify and explain issues related to responsible use of technology and information, and describe personal consequences of inappropriate use.

4.IC.SI.01
Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.

Creative Writing

4.3.W.1
Students will compose narratives reflecting real or imagined experiences that:

- include plots with a climax and resolution
- include developed characters who overcome conflicts and use dialogue
- use a consistent point of view
- unfold in chronological sequence
- use sentence variety, sensory details, and vivid language to create interest
- model literary elements and/or literary devices from mentor texts

4.3.W.3
Students will write opinion essays that:
- introduce a topic and state an opinion
- incorporate relevant, text-based evidence to support the opinion
- use sentence variety and word choice to create interest
- maintain an organized structure with transitional words and phrases

4.4.W.1
Students will use grade-level vocabulary in writing to clearly communicate ideas.

4.7.W
Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content:
- writing/alphabetic
- sound, visual, and/or spatial
- movement

4.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Pre-Keyboarding

Learn the Keys

5.5.W.11
Students will use a semicolon to punctuate compound sentences.

5.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

Punctuation & Advanced Keys

5.5.W.7
Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.

5.5.W.8
Students will use a colon to introduce a list.

5.5.W.9
Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

5.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

Cross-Curricular Typing

5.2.R.1
Students will explain how key supporting details support the main idea of a text.

5.2.R.2
Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.

5.2.R.3
Students will summarize and sequence the important events of a story.

5.3.R.3
Students will determine how literary elements contribute to the meaning of a literary text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict
- theme

5.3.R.4
Students will determine how literary devices contribute to the meaning of a text:
- imagery
- metaphor
- idiom
- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

5.4.R.1
Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.

5.4.R.2
Students will use context clues to clarify the meaning of words.

5.4.R.3
Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.

5.4.R.4
Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.

5.4.R.5
Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

5.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

Digital Citizenship & Communication

5.4.R.5
Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

5.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

5.NI.C.01
Discuss real-world cybersecurity problems and identify strategies for how personal information can be protected.

5.IC.SI.01
Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.

Creative Writing

5.3.W.1
Students will compose narratives reflecting real or imagined experiences that:
● include plots with a climax and resolution
● include developed characters who overcome conflicts and use dialogue
● use a consistent point of view
● unfold in chronological sequence
● use sentence variety, sensory details, and vivid language to create interest
● model literary elements and/or literary devices from mentor texts

5.3.W.3
Students will write opinion essays that:
● introduce a topic and state a clear opinion
● incorporate relevant, text-based evidence to support the opinion
● use sentence variety and word choice to create interest
● organize writing in a logical sequence with transitional words and phrases

5.4.W.1
Students will use grade-level vocabulary in writing to clearly communicate ideas.

5.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

Tech Readiness

6.CS.HS.01
Identify ways that hardware and software are combined to collect and exchange data.

Learn the Keys

6.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Punctuation & Advanced Keys

6.5.W.9
Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

6.5.W.11
Students will use a semicolon to punctuate compound sentences.

6.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Cross-Curricular Typing

6.2.R.2
Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.

6.3.R.3
Students will analyze how literary elements contribute to the meaning of a literary text:
 ● setting
 ● plot
 ● characters (i.e., protagonist, antagonist)
 ● characterization
 ● conflict (i.e., internal, external)
 ● point of view (i.e., third person limited and omniscient)

6.3.R.4
Students will analyze how literary devices contribute to the meaning of a text:
● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)
● sound devices (i.e., onomatopoeia, alliteration)

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.

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.

6.4.R.4
Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.

6.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Digital Citizenship & Communication

6.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

6.IC.SLE.01
Differentiate between appropriate and inappropriate content on the Internet, and identify unethical and illegal online behavior.

Creative Writing

6.3.W.1
 Students will compose narratives reflecting real or imagined experiences that:
● include plots involving characters resolving conflicts
● unfold in chronological sequence
● include a narrator, precise language, sensory details, and dialogue to enhance the narrative
● use sentence variety to create clarity
● emulate literary elements and/or literary devices from mentor texts

6.3.W.3
Students will compose argumentative essays that:
● introduce precise claims
● organize claims and evidence in a logical sequence
● provide relevant evidence to develop arguments, using credible sources
● use sentence variety and word choice to create clarity

6.4.W.1
Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.

6.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Tech Readiness

Learn the Keys

7.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

Punctuation & Advanced Keys

7.5.W.7
Students will use commas to separate words or phrases in a series.

7.5.W.9
Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

7.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

Cross-Curricular Typing

7.2.R.2
Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.

7.3.R.3
Students will analyze literary elements to support an interpretation of a text:
● setting
● plot
● characters (i.e., protagonist, antagonist)
● characterization
● conflict (i.e., internal, external)
● point of view (i.e., third person limited and omniscient and second person)

7.3.R.4
Students will analyze literary devices to support an interpretation of a text:
● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)
● sound devices (i.e., onomatopoeia, alliteration)
● verbal irony

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.

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.

7.4.R.4
Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.

7.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

Digital Citizenship & Communication

7.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

7.NI.C.01
Explain how to protect electronic information, both physical (e.g. hard drive) and digital, identify cybersecurity concerns and options to address issues with the Internet and the systems it uses.

7.IC.SLE.01
Explain the connection between the longevity of data on the Internet, personal online identity, and personal privacy.

Creative Writing

7.3.W.1
Students will compose narratives reflecting real or imagined experiences that:
● include plots involving complex characters resolving conflicts
● unfold in chronological or surprising sequence (e.g., foreshadowing)
● include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative
● use sentence variety to create clarity
● emulate literary elements and/or literary devices from mentor texts

7.3.W.3
Students will compose argumentative essays that:
● introduce precise claims
● organize claims and evidence in a logical sequence
● provide relevant evidence to develop arguments, using credible sources
● use sentence variety and word choice to create clarity
● establish and maintain a formal style

7.4.W.1
Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.

7.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

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Tech Readiness

Learn the Keys

8.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

Punctuation & Advanced Keys

8.5.W.11
Students will use a semicolon to punctuate compound and compound-complex sentences.

8.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

Cross-Curricular Typing

8.2.R.2
Students will analyze details in fiction, poetry, and nonfiction texts to identify characteristics of genres.

8.3.R.4
Students will analyze literary devices to support interpretations of a text:
● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)
● sound devices (i.e., onomatopoeia, alliteration)
● verbal and situational irony

8.4.R.2
Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.

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.

8.4.R.4
Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.

8.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

Digital Citizenship & Communication

8.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

8.NI.C.01
Evaluate physical and digital procedures that could be implemented to protect electronic data/information; explain the impacts of hacking, ransomware, scams, fake scans, and ethical/legal concerns.

8.IC.SLE.01
Discuss the social impacts and ethical considerations associated with cybersecurity, including the positive and malicious purposes of hacking.

Creative Writing

8.3.W.1
 Students will compose narratives reflecting real or imagined experiences that:
● include plots involving complex characters resolving conflicts
● unfold in chronological or surprising sequence (e.g., flashback and foreshadowing)
● include a narrator, precise language, sensory details, and dialogue to enhance the narrative
● use sentence variety to create clarity
● emulate literary elements and/or literary devices from mentor texts

8.3.W.3
Students will compose argumentative essays that:
● introduce precise claims
● acknowledge counterclaims
● organize claims, counterclaims, and evidence in a logical sequence
● provide relevant evidence to develop arguments, using credible sources
● use sentence variety and word choice to create clarity
● establish and maintain a formal style

8.4.W.1
Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.

8.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

Learn the Keys

9.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

10.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

Punctuation & Advanced Keys

9.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

10.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

Cross-Curricular Typing

9.2.R.2
Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.

9.3.R.4
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)
● sound devices (i.e., onomatopoeia, alliteration, assonance)
● irony (i.e., verbal, situational, dramatic)

9.3.R.6
Students will analyze how informational text structures support the author's purpose.

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.

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.

9.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

10.2.R.2
Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.

10.3.R.4
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)
● sound devices (i.e., onomatopoeia, alliteration, assonance)
● irony (i.e., verbal, situational, dramatic)

10.3.R.6
Students will analyze how informational text structures support the author's purpose.

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10.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

Digital Citizenship & Communication

9.3.R.2
Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.

9.3.R.5
Students will evaluate the validity of a speaker's argument:
● distinguish the kinds of evidence (e.g., logical, empirical, anecdotal)
● distinguish substantiated from unsubstantiated claims
● analyze rhetorical appeals (i.e., ethos, logos, pathos)
● identify bias
● identify logical fallacies

9.6.R.3
Students will evaluate the relevance, reliability, and validity of the information gathered.

9.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

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Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.

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● identify bias
● identify logical fallacies

10.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

L1.IC.C.01
Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

L1.IC.SLE.03
Evaluate the social and economic consequences of how law and ethics interact with digital aspects of privacy, data, property, information, and identity.

Creative Writing

9.3.W.1
Students will compose narratives reflecting real or imagined experiences that:
● include engaging plots involving well-developed, complex characters resolving conflicts
● establish narrator(s) that enhance(s) the narrative
● are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
● provide clear descriptions, using precise language, sensory details, and dialogue
● include varied syntax to enhance readability
● emulate literary elements and/or literary devices from mentor texts

9.3.W.3
Students will compose argumentative essays, reviews, or op-eds that:
● introduce precise, informed claims
● include a defensible thesis
● acknowledge counterclaims or alternate perspectives
● organize claims, counterclaims, and evidence in a logical sequence
● provide the most relevant evidence to develop balanced arguments, using credible sources
● use sentence variety and word choice to create clarity and concision
● use style and tone that suits the audience and purpose

9.4.W.1
Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.

9.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

10.3.W.1
Students will compose narratives reflecting real or imagined experiences that:
● include engaging plots involving well-developed, complex characters resolving conflicts
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- include varied syntax to enhance readability
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10.3.W.3
Students will compose argumentative essays, reviews, or op-eds that:
- introduce precise, informed claims
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- organize claims, counterclaims, and evidence in a logical sequence
- provide the most relevant evidence to develop balanced arguments, using credible sources
- use sentence variety and word choice to create clarity and concision
- use style and tone that suits the audience and purpose

10.4.W.1
Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.

10.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

Learn the Keys

11.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

12.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

Punctuation & Advanced Keys

11.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

12.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

Cross-Curricular Typing

11.2.R.2
Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.

11.3.R.4
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)
● sound devices (i.e., onomatopoeia, alliteration, assonance)
● irony (i.e., verbal, situational, dramatic)

11.3.R.6
Students will analyze how informational text structures support the author's purpose.

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.

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.

11.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

12.2.R.2
Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.

12.3.R.4
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)
● sound devices (i.e., onomatopoeia, alliteration, assonance)
● irony (i.e., verbal, situational, dramatic)

12.3.R.6
Students will analyze how informational text structures support the author's purpose.

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.

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.

12.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

Digital Citizenship & Communication

11.3.R.2
Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.

11.6.R.3
Students will evaluate the relevance, reliability, and validity of the information gathered.

11.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

12.3.R.2
Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.

12.6.R.3
 Students will evaluate the relevance, reliability, and validity of the information gathered.

12.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

L2.IC.C.01
Evaluate the beneficial and harmful effects that computational artifacts and innovations have on society.

Creative Writing

11.3.W.1
Students will compose narratives reflecting real or imagined experiences that:
● include engaging plots involving well-developed, complex characters resolving conflicts
● establish narrator(s) that enhance(s) the narrative
● are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
● provide clear descriptions, using precise language, sensory details, and dialogue
● include varied syntax to enhance readability
● emulate literary elements and/or literary devices from mentor texts

11.3.W.3
Students will compose argumentative essays, reviews, or op-eds that:
● introduce precise, informed claims
● include a defensible thesis
● acknowledge counterclaims or alternate perspectives
● organize claims, counterclaims, and evidence in a logical sequence
● provide the most relevant evidence to develop balanced arguments, using credible sources
● use sentence variety and word choice to create clarity and concision
● use style and tone that suits the audience and purpose

11.4.W.1
Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.

11.8.W
Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

12.3.W.1
Students will compose narratives reflecting real or imagined experiences that:
● include engaging plots involving well-developed, complex characters resolving conflicts
● establish narrator(s) that enhance(s) the narrative
● are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
● provide clear descriptions, using precise language, sensory details, and dialogue
● include varied syntax to enhance readability
● emulate literary elements and/or literary devices from mentor texts

12.3.W.3
Students will compose argumentative essays, reviews, or op-eds that:
● introduce precise, informed claims
● include a defensible thesis
● acknowledge counterclaims or alternate perspectives
● organize claims, counterclaims, and evidence in a logical sequence
● provide the most relevant evidence to develop balanced arguments, using credible sources
● use sentence variety and word choice to create clarity and concision
● use style and tone that suits the audience and purpose

12.4.W.1

Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.

12.8.W

Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.