

**Oklahoma**

**English Language Arts**

**Academic Standards**

 **DRAFT 3**

**1st Grade**



**STANDARD 1: Speaking and Listening**

Students will speak and listen effectively in a variety of situations, including but not limited to responses to reading and writing.

**Reading (Listening)**

Students will develop and apply effective communication skills through speaking and active listening.

**1.1.R.1**

Students will listen and speak using agreed upon rules.

**1.1.R.2**

Students will ask and answer questions about information presented orally, through text or other media.

**1.1.R.3**

Students will participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.

**1.1.R.4**

Students will restate and follow simple two-step directions.

**Writing (Speaking)**

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

**1.1.W.1**

Students will orally explain personal interests or tell stories, facing the audience and speaking clearly in complete sentences with appropriate volume..

**1.1.W.2**

Students will work respectfully in groups.

**STANDARD 2: Reading Process/Writing Process**

Students will use recursive processes when reading and writing.

**Reading Foundations**

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

**2.1.RF.1 Phonological Awareness**

Students will demonstrate their understanding of sounds in oral language.

**2.1.RF.1.A**

This standard does not continue into first grade.

**2.1.RF.1.B**

Students will hear, identify and count syllables in spoken words.

**2.1.RF.1.C**

Students will identify and produce groups of rhyming words.

**2.1.RF.1.D**

Students will identify beginning, middle and ending sounds in a word.

**2.1.RF.1.E**

This standard does not continue into first grade.

**2.1.RF.1.F**

Students will identify onsets and rimes in one syllable words

**2.1.RF.1.G**

Students will segment sounds (phonemes) in one syllable words.

**2.1.RF.1.H**

Students will blend sounds (phonemes) in one syllable words.

**2.1.RF.1.I**

With guidance and support as necessary, students will add, delete, or substitute sounds (phonemes) in a word.

**STANDARD 2 (Continued): Reading Process/Writing Process**

Students will use recursive processes when reading and writing.

**Reading Foundations (Continued)**

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

**2.1.RF.2 Print Concepts**

Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

**2.1.RF.2.A**

This standard does not continue into first grade.

**2.1.RF.2.B**

Students will demonstrate correct book orientation and identify front and back cover of book, title page and title.

**2.1.RF.2.C**

This standard does not continue into first grade.

**2.1.RF.2.D**

Students will track print with finger to match voice and show that print moves across the page from top to bottom, left to right, and front to back.

**2.1.RF.2.E**

Students will identify punctuation (e.g., period, exclamation mark, question mark, comma, quotation mark).

**STANDARD 2 (Continued): Reading Process/Writing Process**

Students will use recursive processes when reading and writing.

**Reading Foundations (Continued)**

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

**2.1.RF.3 Decoding: Phonics, Word Recognition and Structural Analysis**

Students will recognize sight words and decode and read words by applying phonics and word analysis skills.

**2.1.RF.3.A**

This standard does not continue into first grade.

**2.1.RF.3.B**

Students will produce the primary sound, or most frequent sounds, for each consonant and the short vowel sounds.

**2.1.RF.3.C**

Students will decode phonetically regular words by using their knowledge of:

**2.1.RF.3.C.1**

-single consonants

**2.1.RF.3.C.2**

-consonant blends (Examples: bl, br, cr)

**2.1.RF.3.C.3**

-consonant digraphs and trigraphs (Examples:sh, -tch)

**2.1.RF.3.C.4**

-vowel sounds:

**2.1.RF.3.C.4.a**

-long

**2.1.RF.3.C.4.b**

-short

**2.1.RF.3.C.4.c**

-r- controlled vowels (Examples: or, ar).

**STANDARD 2 (Continued): Reading Process/Writing Process**

Students will use recursive processes when reading and writing.

**Reading Foundations (Continued)**

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

**2.1.RF.4 Fluency**

Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level

**2.1.RF.3.C.5**

-vowel spelling patterns:

**2.1.RF.3.C.5.a**

-vowel digraphs (Examples: ea, oa, ee)

**2.1.RF.3.C.5.b**

-vowel- consonant- silent-e (Example: lake)

**2.1.RF.3.D**

Students will apply knowledge of structural analysis to decode words:

**2.1.RF.3.D.1**

-most major syllable patterns (Examples: closed, open, vowel team, vowel silent e, r-controlled)

**2.1.RF.3.D.2**

-inflectional endings (Example,-s, -ed, -ing)

**2.1.RF.3.D.3**

-compound words

**2.1.RF.3.D.4**

-contractions

**2.1.RF.3.E**

Students will read words in common word families.

**2.1.RF.3.F**

Students will demonstrate use of decoding skills in context when reading new words in a text.

**STANDARD 2: Reading Process/Writing Process**

Students will use recursive processes when reading and writing.

**Reading (Listening)**

Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives to create meaning.

**2.1.R.1.A**

Students will use prereading skills and strategies (examples: activate prior knowledge and/or picture walk) with all types of text.

**2.1.R.1.B**

Students will ask and answer who, what, where, and when questions during shared or independent reading.

**2.1.R.2.A**

Students will identify the main idea of a text.

**2.1.R.2.B**

Students will sequence events of a text

**2.1.R.2.C**

Students will retell or reenact major events in a text.

**Writing (Speaking)**

Students will develop and strengthen writing by engaging in a recursive process which includes prewriting, drafting, revising, editing, and publishing.

**2.1.W.1**

Students will use appropriate grip to hold a writing utensil when drawing, or writing.

**2.1.W.2.A**

Students will correctly form letters to write their first and last name and all uppercase and lowercase letters.

**2.1.W.2.B**

Students will use appropriate spacing between letters, words, and sentences.

**2.1.W.2.C**

With guidance and support, students will indent paragraphs.

**2.1.W.3.A**

With guidance and support, students will write using the steps of the writing process as appropriate (prewriting, drafting, revising, editing, and publishing).

**2.1.W.3.B**

Students will use letter sound knowledge to construct known words during the drafting process.

**2.1.W.4**

During editing, students will correctly spell grade-appropriate, highly decodable words (examples: cup, like, cart) and common, irregularly spelled sight words (Example: the).

**2.1.W.5**

Students will use resources to find correct spellings of words (examples: word wall, vocabulary notebook).

**STANDARD 3: Vocabulary**

Students will expand their working vocabulary to effectively understand and communicate.

**Reading (Listening)**

Students will build and apply vocabulary using various strategies to understand words while reading.

**3.1.R.1**

With guidance and support, students will use word parts and context clues to identify new words.

**3.1.R.2**

Students will identify and sort words into categories based on common attributes.

**3.1.R.3**

Students will acquire new academic, content-specific, grade-level vocabulary; relate new words to prior knowledge; and apply in new situations.

**3.1.R.4**

Students will recognize that authors use words to provide rhythm and meaning in a story, poem, or song.

**Writing (Speaking)**

Students will apply knowledge of vocabulary to communicate through domain-appropriate abstract and concrete words.

**3.1.W.1**

With guidance and support, students will use word parts, and domain-specific vocabulary to communicate ideas.

**STANDARD 4: Critical Reading & Critical Writing**

Students will apply critical thinking skills to reading and writing.

**Reading (Listening)**

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genres (fiction, nonfiction, informational text, poetry, & drama) from a variety of historical, cultural, and global perspectives.

**4.1.R.1**

With guidance and support, students will apply comprehension strategies when reading (predicting, connecting, visualizing, questioning, synthesizing, inferring).

**4.1.R.2**

With guidance and support, students will begin to monitor their own comprehension and adjust strategies when necessary.

**4.1.R.3**

With guidance and support, students will determine the purpose of the text (i.e. provide information, tell a story).

**Literary**

**4.1.R.4.A**

Students will identify who is telling the story in the text.

**4.1.R.4.B**

Students will identify and describe characters and setting of a text.

**Informational**

**4.1.R.5.A**

Students will identify text as fiction or non-fiction.

**4.1.R.5.B**

Students will describe connections between the text and illustrations.

**Writing (Speaking)**

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and voice.

**4.1.W.1**

With guidance and support, students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion.

**STANDARD 5: Language**

Students will apply knowledge of grammar and rhetorical style to reading and writing.

(As students progress through grade levels, expectations increase and include the components of previous grade levels.)

**Reading (Listening)**

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

**5.1.R.1.A**

Students will identify common and proper nouns, regular plural nouns and pronouns.

**5.1.R.1.B**

Students will identify past and present tense verbs.

**5.1.R.1.C**

Students will identify color and number word adjectives.

**5.1.R.1.D**

With guidance and support, students will identify prepositions in text.

**5.1.R.2**

Students will identify the subject and predicate of a sentence.

**Writing (Speaking)**

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

**5.1.W.1**

Students will capitalize

**5.1.W.1.A**

-the first letter of a sentence

**5.1.W.1.B**

-the pronoun "I"

**5.1.W.1.C**

-greetings

**5.1.W.1.D**

-proper nouns

**5.1.W.1.E**

-months and days of the week.

**5.1.W.2**

Students will compose grammatically correct sentences and questions with appropriate end marks.

**5.1.W.3**

Students will compose simple sentences and questions.

**STANDARD 6: Research**

Students will engage in inquiry to acquire, refine, and share knowledge.

**Reading (Listening)**

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

**6.1.R.1**

Students will decide who can answer questions about their topic or what resources they will need to find the information.

**6.1.R.2**

Students will consult various visual and text reference sources to gather information.

**Writing (Speaking)**

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.

**6.1.W.1**

Students will generate questions about topics of interest.

**6.1.W.2**

With guidance and support, students will organize information found during group or individual research, using graphic organizers or other aids.

**6.1.W.3**

Students will make informal presentations of information gathered.

**STANDARD 7: Multimodal Literacies**

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

**Reading (Listening)**

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

**7.1.R.1**

With guidance and support, students will use provided print and digital resources.

**Writing (Speaking)**

Students will create multimodal texts to communicate knowledge and develop arguments.

**7.1.W.1**

With guidance and support, students will select and use appropriate technology or media to communicate with others.

**STANDARD 8: Independent Reading and Writing**

Students will read and write for a variety of purposes, including but not limited to academic and personal ones, for extended periods of time. Students will integrate the other standards when reading and writing.

**Reading (Listening)**

Students will independently read for a variety of purposes and for extended periods of time.  
Students will select appropriate texts for specific purposes.  
Students will integrate the other reading standards when reading on their own.

**8.1.R.1**

With guidance and support, students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.

**Writing (Speaking)**

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. Students will integrate the other writing standards when writing on their own.

**8.1.W.1**

With guidance and support, students will write independently for extended periods of time.