

Draft Oklahoma Academic Standards for English language arts- July 2015
Prekindergarten, Kindergarten, First, Second, Third and Fourth Oklahoma Academic Standards for English language arts - July 2015 Draft

<p>Standard 1: Speaking and Listening Students will develop and apply effective communication skills through speaking and active listening.</p>
<p>Reading / Listening Students will develop and apply effective communication skills through speaking and active listening.</p>
<p>K</p>
<p>Students will ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>Writing / Speaking Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>
<p>Discussion and Collaboration Develop and apply reciprocal communication skills by participating in a range of discussions.</p>
<p>K</p>
<p>Students will participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>Oral Presentation of Knowledge and Ideas Develop and apply speaking skills to communicate ideas effectively in a variety of situations.</p>
<p>K</p>
<p>Students will orally describe personal interests, tell stories, or recite poems, facing the audience and speaking clearly.</p>
<p>Standard 2: Reading Process / Writing Process Students will use a variety of recursive reading and writing processes to produce and consume texts.</p>
<p>Reading Students will read increasingly more complex texts fluently to create meaning.</p>
<p>Comprehension Comprehension is the construction of meaning built through interacting with text.</p>
<p>K</p>
<p>With guidance and support, students will use prereading skills and strategies.</p> <p>With guidance and support, students will apply comprehension skills and strategies during reading:</p> <ul style="list-style-type: none"> *make and confirm/modify predictions during shared reading. *ask and answer questions about texts. *tell what is happening in a picture or illustration. *retell or reenact major events in a story. *identify characters in a story. *sequence events of a literary or nonfiction text.

Comment [DD1]: Will the general public know what "reciprocal" means? One of the criticisms of the Common Core Standards was that parents did not understand what was meant by some of the standards. Need to keep this in mind.

Comment [DD2]: Same comment as before. What does "recursive" mean?

Comment [DD3]: Awkward phrasing.

Comment [DD4]: Should this have "to" at the end; i.e. "... and strategies during reading to . . ."

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*connects information and events to real life when being read a literary, information, or digital text.
 *respond to text.

Comment [DD5]: What is meant by "real life"? Should it be "real life situations"? Also, keeping in mind diversity, real life to one student may be completely foreign to another.

Phonological Awareness
 Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds.

K

Students will:
a. hear, identify and count syllables in spoken words.
b. identify and produce pairs of rhyming words.
c. discriminate and identify:
 *beginning and ending sounds in spoken words.
 *beginning sounds in a set of words.
 *onsets and rimes in one syllable words.
d. segment and blend sounds (phonemes) in one syllable words.

Print Concepts
 Demonstrate understanding of the organization and basic features of print, including that printed materials that provide information and tell stories.

K

Students will demonstrate correct book orientation and identify front and back cover of book, title page and title.
 Students will point to show that print moves from top to bottom, left to right and front to back.
 Students will identify the author and illustrator, and explain the roles of each.
 Students will point to show that written words are made up of letters and are separated by spaces.
 Students will identify punctuation (e.g., period, exclamation mark, question mark)
 Students will identify and name all uppercase and lowercase letters.

Comment [DD6]: Remove the word "that"

Comment [DD7]:

Decoding: Phonics, Word Recognition and Structural Analysis
 Students will recognize sight words and decode and read words by applying phonics and word analysis skills.

K

Students will demonstrate basic knowledge of one -to -one letter- sound correspondences by producing the primary sound or most frequent sounds for each consonant and the short vowel sound for each vowel.
 Students will blend letter sounds to decode simple VC and CVC words.
 Students will read some common high frequency words by sight.

Comment [DD8]: Explain what VC and CVC mean.

Comment [DD9]:

Comment [DD10]: Needs clarification. "Some common high frequency"?

Fluency
 Fluency is accurate reading at an appropriate rate for the text with appropriate expression to aid understanding.

K

Standards from Print Concepts and Decoding are building the foundation for fluency instruction beginning in first grade.

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Writing Process

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

K

Students will use appropriate grip and body posture to hold writing utensil when drawing, printing, or writing; and write most uppercase and lowercase letters of the alphabet, correctly.

With guidance and support, students will express themselves through drawing and emergent writing.

Comment [DD11]: Suggest rewording to: Student will express themselves through drawing and emergent writing with guidance and support.

Standard 3: Vocabulary

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

Reading

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

K

With guidance and support, students will develop an awareness of context clues and text features.

Students will identify and sort pictures of objects into categories based on a common attributes.

With guidance and support, students will use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

With guidance and support, students will acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

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

Comment [DD12]: Similar to a previous comment, I recommend that the statement start with what is desired; i.e. students will develop . . . rather than with the statement of "with guidance and support". Consistency is important and this section illustrates the inconsistency.

Writing

Students will build vocabulary strategies and apply those strategies while writing.

K

With guidance and support, students will produce and expand complete sentences in shared language activities.

Standard 4: Critical Reading & Critical Writing
Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate and respond to a variety of texts of all genres.

K

With guidance and support, students will identify the author's purpose.

Students will ask questions to extend their understanding of a topic.

Writing

Students will write for varied purposes and audiences, using fully developed ideas, strong organization, well-chosen words, fluent sentences and voice appropriate to the situation.

K

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

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

K

Comment [DD13]: Definition of "rhetorical"

Standards in this category begin in first grade.

Writing
 Students will demonstrate command of Standard American English conventions (grammar, mechanics, and usage) through writing.

K

With guidance and support, students will compose simple, grammatically correct sentences.

Students will write sentences that:

*use common nouns and verbs.

*include plurals of common nouns.

Standard 6: Research
Students will engage in inquiry to acquire, refine, and share knowledge.

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

K

With guidance and support, students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.

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

K

With guidance and support, students will generate topics of interest about their school or community and decide who can answer their questions.

Students will talk about information learned in print.

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

K

With guidance and support, students will use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information.

Students will use multiple formats of print and digital text.

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

K

With guidance and support, students will practice safe behaviors when communicating and interacting with others in all forms of communication.

With guidance and support, students will use appropriate digital tools 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 for extended periods of time.

Reading
Students will independently read for a variety of purposes and for extended periods of time.
Students will select appropriate texts for specific purposes.

K

Students will demonstrate interest in books during read alouds and shared reading, and interact independently with books.

Writing
Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

K

With guidance and support, students will participate in writing activities for increasingly extended periods of time.

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