

Oklahoma

English Language Arts

Academic Standards

 **DRAFT 3**

PRE-KINDERGARTEN



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.PK.R.1

With guidance and support, students will listen and speak using agreed upon rules.

1.PK.R.2

With guidance and support, students will begin to ask and answer questions about information presented orally or through other media.

1.PK.R.3

With guidance and support, students will begin to participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.

1.PK.R.4

Students will follow simple oral 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.PK.W.1

With guidance and support, students will begin to orally describe personal interests or tell stories to classmates.

1.PK.W.2

With guidance and support, students will work respectfully with others.

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.PK.RF.1 Phonological Awareness

Students will demonstrate their understanding of sounds in oral language.

2.PK.RF.1.A

With guidance and support, students will distinguish words in a sentence.

2.PK.RF.1.B

With guidance and support, students will begin to hear and identify syllables in spoken words.

2.PK.RF.1.C

With guidance and support, students will begin to identify spoken words that rhyme.

2.PK.RF.1.D

With guidance and support, students will begin to identify beginning sounds in spoken words.

2.PK.RF.1.E

With guidance and support, students will begin to identify the same beginning sounds in a set of words (alliteration).

2.PK.RF.1.F

With guidance and support, students will begin to identify onsets and rimes in one syllable words.

2.PK.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.PK.RF.2.A

With guidance and support, students will understand that print carries a message by recognizing labels, signs and other print in the environment.

2.PK.RF.2.B

With guidance and support, students will begin to demonstrate correct book orientation and identify the front and back covers of a book.

2.PK.RF.2.C

With guidance and support, students will point to show their understanding that written words are made up of letters and are separated by spaces.

2.PK.RF.2.D

With guidance and support, students will begin to understand that print moves from top to bottom, left to right and front to back.

2.PK.RF.2.E

With guidance and support, students will recognize punctuation marks in print during shared reading.

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.PK.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.PK.RF.3.A

With guidance and support, students will name the majority of the letters in their first name and many uppercase and lowercase letters.

2.PK.RF.3.B

With guidance and support, students will produce some sounds represented by letters.

2.PK.RF.4 Fluency

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

2.PK.RF.4.A

Students will identify first name in print.

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.PK.R.1.A

With guidance and support, students will begin to use prereading skills and strategies (examples: activate prior knowledge and/or picture walk).

2.PK.R.1.B

With guidance and support, students will answer questions about texts during shared reading.

2.PK.R.2

With guidance and support, 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.PK.W.1

With guidance and support, students will begin to use appropriate grip to hold a writing utensil when drawing or writing.

2.PK.W.2

With guidance and support, students will write the majority of the letters in their first name and some uppercase and lowercase letters.

2.PK.W.3

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

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.

Writing (Speaking)

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

3.PK.R.1

With guidance and support, students will begin to develop an awareness of context clues through read-alouds and other text experiences.

3.PK.W.1

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

3.PK.R.2

With guidance and support, students will identify and sort familiar objects into categories based on common attributes.

3.PK.R.3

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

3.PK.R.4

With guidance and support, students will recognize that authors use words to provide meaning in a story, poem, or song.

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.PK.R.1

With guidance and support, students will make and confirm predictions during shared reading.

Literary

4.PK.R.2.A

With guidance and support, students will describe the role of an author and illustrator, telling how they contribute to a story.

4.PK.R.2.B

With guidance and support, students will identify characters in a story.

Informational

4.PK.R.3.A

With guidance and support, students will tell what is happening in a picture or illustration.

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.PK.W.1

With guidance and support, students will use drawing, labeling and dictating to express thoughts and ideas.

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.

Writing (Speaking)

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

5.PK.R.1.A

With guidance and support, students will identify nouns as concrete objects (persons, places and things).

5.PK.W.1

This standard begins in Kindergarten.

5.PK.R.1.B

With guidance and support, students will identify verbs as actions.

5.PK.R.1.C

This standard starts in Kindergarten.

5.PK.R.1.D

With guidance and support, students will, through pictures and movement, identify spatial relationships. (Examples: up, down, before, after).

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.

Writing (Speaking)

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

6.PK.R.1

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

6.PK.W.1

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

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.PK.R.1

With guidance and support, students will become familiar with multiple formats of print and digital text.

Writing (Speaking)

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

7.PK.W.1

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 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.PK.R.1

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

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.PK.W.1

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