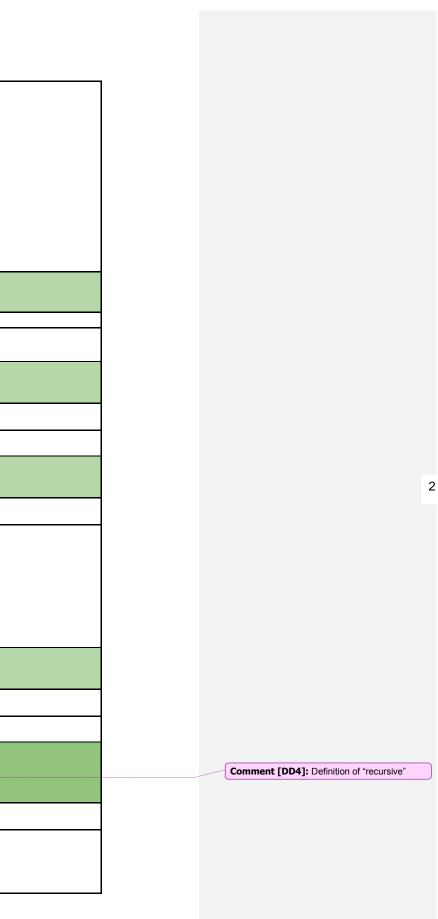


Draft Oklahoma Academic Standards for English language arts- July 2015 Prekindergarten, Kindergarten, First, Second, Third and Fourth Oklahoma Academic Standards for English language arts - July 2015 Draft

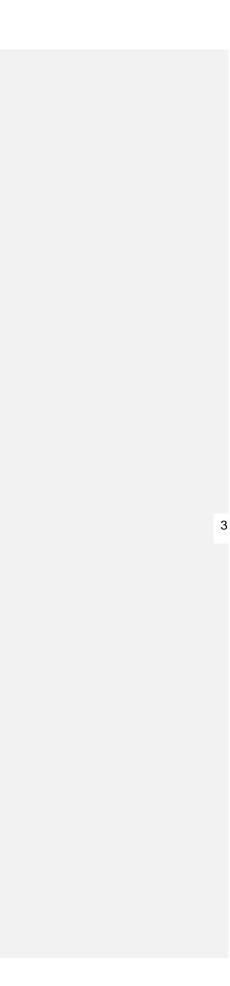
| Frekindergarten, Kindergarten, First, Second, Third and Fourth Oklahoma Academic Standards for English language arts - July 2015 Drait                                     |
|--|
| *connects information and events to real life when being read a literary, information, or digital text.  |
| *summarize major events in a story.  |
| *determine the main idea of a passage and identify supporting details.   |
| *respond to text.  |
| *monitor their own comprehension and adjust strategies when necessary.   |
| Phonological Awareness<br>Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds.  |
| 3rd  |
| This category does not extend into third grade.  |
| Print Concepts<br>Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories.        |
| 3rd  |
| This category does not extend into third grade.  |
| Decoding: Phonics, Word Recognition and Structural Analysis<br>Students will recognize sight words and decode and read words by applying phonics and word analysis skills. |
| 3rd  |
| Students will demonstrate use of decoding skills and context to identify new words in a text, including multisyllabic words.   |
| Students will decode and read words in common word families.   |
| Students will use knowledge of common roots and related prefixes and suffixes to decode words.   |
| Students will recognize and read grade-appropriate irregularly spelled words.  |
| <b>Fluency</b><br>Fluency is accurate reading at an appropriate rate for the text with appropriate expression to aid understanding.  |
| 3rd  |
| Students will orally read grade-appropriate text at an appropriate rate smoothly and accurately with expression that connotes comprehension at the independent level.      |
| Writing Process<br>Students will develop and strengthen writing by engaging in a recursive process which includes prewriting, drafting, revising, editing, and publishing. |
| 3rd  |
| Students will print upper- and lowercase letters, and use them in words and sentences, spacing each appropriately.   |
| Students will write using the process of prewriting, drafting, revising, editing, and, when appropriate, publishing.   |



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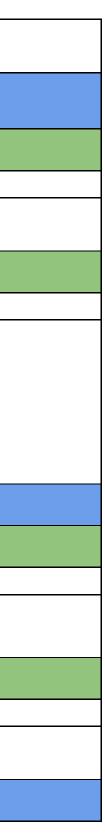
| Draft Oklahoma Academic Standards for English language arts- July 2015<br>Prekindergarten, Kindergarten, First, Second, Third and Fourth Oklahoma Academic Standards for English language arts - July 2015 Draft                                  |
|---|
| Students will expand their working vocabulary to effectively understand and communicate.  |
| Reading   |
| Students will build and apply vocabulary using various strategies to understand words while reading.  |
| 3rd   |
| Students will use decoding skills, context clues, and text features to identify new words.  |
| Students will identify relationships among words, including synonyms, antonyms, homographs, homonyms  |
| Students will use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.  |
| Students will determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language.  |
| Students will apply knowledge of vocabulary to understand text.   |
| Writing<br>Students will build vocabulary strategies and apply those strategies while writing.  |
| 3rd   |
| Students will apply knowledge of word parts and domain specific vocabulary to communicate ideas.  |
| Standard 4: Critical Reading & Critical Writing<br>Students will apply critical thinking skills to reading and writing  |
| <b>Reading</b><br>Students will comprehend, interpret, evaluate and respond to a variety of texts of all genres.  |
| 3rd   |
| Students will identify the author's purpose.<br>With guidance and support, students will identify the moral or theme of a story.  |
| Students will compare their own point of view with that of the narrator or characters in a text.  |
| Students will identify the structure and main idea of a text.   |
| Writing<br>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.   |
| 3rd   |
| <ul> <li>A. Narrative<br/>Students will write narratives with characters and a logical sequence of events.</li> <li>B. Informative<br/>Students will write information about a topic that contains a main idea and supporting details.</li> </ul> |

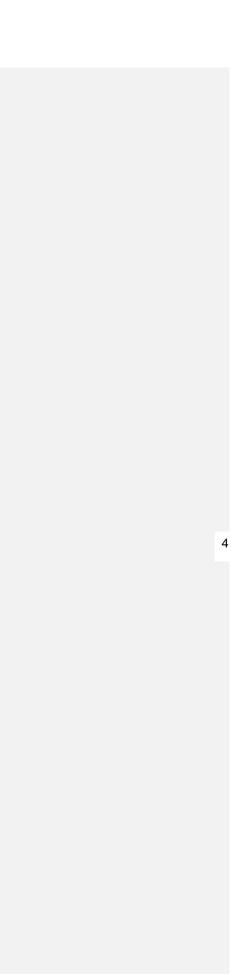




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| C. Opinion<br>Students will express an opinion about a topic and provide reasons to support the opinion.   |
|--|
| Standard 5: Language<br>Students will apply knowledge of grammar and rhetorical style to reading and writing.<br>(As students progress through grade levels, expectations increase and include the components of previous grade levels.) |
| <b>Reading</b><br>Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.  |
| 3rd  |
| Students will explain the function of nouns, pronouns, verbs, adjectives, and adverbs, and their functions in particular sentences.  |
| Students will use verb tense to identify setting, times and sequences in text.   |
| Writing<br>Students will demonstrate command of Standard American English conventions (grammar, mechanics, and usage) through writing.   |
| 3rd  |
| Students will compose grammatically correct sentences, with proper mechanics.  |
| Students will write sentences that include:  |
| *abstract nouns.   |
| *correct forms of regular and irregular plural nouns.  |
| *regular and irregular verbs.  |
| *correctly formed simple verb tenses.  |
| Standard 6: Research<br>Students will engage in inquiry to acquire, refine, and share knowledge.   |
| Reading<br>Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.   |
| 3rd  |
| Students will locate information in reference texts, electronic resources, or through interviews   |
| Students will determine the accuracy and relevance of the information for their specific topic of interest.  |
| Writing<br>Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.  |
| 3rd  |
| Students will generate a list of topics of interest and their individual questions about one specific topic of interest.   |
| Students will organize and present the information in a report or annotated display.   |
| Standard 7: Multimodal Literacies<br>Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.  |





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| Prekindergarten, Kindergarten, First, Second, Third and Fourth Oklahoma Academic Standards for English language arts - July 2015 Draft  |
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| Reading   |
| Students will evaluate written, oral, visual and digital texts in order to draw conclusions and analyze arguments.  |
| 3rd   |
| Students will locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.                               |
| Students will use multiple formats of print and digital text.   |
| Writing<br>Students will create multimodal texts to communicate knowledge and develop arguments.  |
| 3rd   |
| Students will create a visual message that effectively communicates an idea using technology or appropriate media.  |
| With guidance and support, students will use appropriate digital tools to communicate with others.  |
| Standard 8: Independent Reading and Writing<br>Students will read and write for a variety of purposes, including but not limited to academic and personal for extended periods of time. |
| <b>Reading</b><br>Students will independently read for a variety of purposes and for extended periods of time.<br>Students will select appropriate texts for specific purposes.         |
| 3rd   |
| Students will read independently for academic and personal purposes for extended periods of time.   |
| Students will select appropriate texts for specific purposes.   |
| Writing<br>Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.                                      |
| 3rd   |
| Students will write independently for extended periods of time.   |
| Students will vary their modes of expression to suit audience and task.   |
|   |

