

# OKLAHOMA ACADEMIC STANDARDS

# ENGLISH LANGUAGE ARTS



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

# Instructional Design Considerations

## EIGHT CONSISTENT STANDARDS

The standards were developed with consideration to teachers and curriculum designers. **Rich units of study can be designed by incorporating each of the eight overarching standards.** Further grade-specific guidance is provided in the Reading and Writing strands.

### READING and WRITING STRANDS

The standards were designed to develop the total literacy of students by intentionally taking into consideration what they do when reading and writing.

**Every standard includes a reading and writing strand with standard objectives delineated by grade-level.**

Reading instruction supports the development and refinement of writing skills. Writing instruction supports the development and refinement of reading skills.



### RECURSIVE TEACHING and LEARNING

Teaching and learning language arts is a recursive endeavor: students will revisit concepts again and again as they use language at increasingly sophisticated levels. **Skills are repeated with an implied expectation that they are attributed to increasingly more complex texts.**

Because of this recursive learning process, language arts learning does not progress for students in a strictly linear way.

Oklahoma ELA standards are not taught in isolation. Standards can be bundled for educators to develop grade-appropriate lessons, tasks, and assessments.

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	Writing
Students will develop and apply effective communication skills through speaking and active listening.	Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
PK.1.R.1 Students will actively listen and speak using agreed-upon rules with guidance and support.	PK.1.W.1 Students will begin to orally describe personal interests or tell stories to classmates with guidance and support.
PK.1.R.2 Students will begin to ask and answer questions about information presented orally or through text or other media with guidance and support.	PK.1.W.2 Students will work respectfully with others with guidance and support.
PK.1.R.3 Students will begin to engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	
PK.1.R.4 Students will follow simple oral directions.	

Standard 2: Reading Foundations

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

**Phonological Awareness**  
Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

PK.2.PA.1 Students will distinguish spoken words in a sentence with guidance and support.
PK.2.PA.2 Students will recognize spoken words that rhyme.
PK.2.PA.3 Students will begin to recognize syllables in spoken words (e.g., sunshine= sun + shine).
PK.2.PA.4 Students will begin to isolate initial and final sounds in spoken words.
PK.2.PA.5 Students will begin to recognize initial sounds in a set of spoken words (i.e., alliteration).

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.

- PK.2.PC.1 Students will write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support.
- PK.2.PC.2 Students will understand that print carries a message by recognizing labels, signs, and other print in the environment with guidance and support.
- PK.2.PC.3 Students will begin to demonstrate correct book orientation and identify the front and back covers of a book.
- PK.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.
- PK.2.PC.5 Students will begin to understand that print moves from top to bottom, left to right, and front to back.
- PK.2.PC.6 Students will recognize ending punctuation marks in print during shared reading or other text experiences with guidance and support.

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

- PK.2.PWS.1 Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support.
- PK.2.PWS.2 Students will produce some sounds represented by letters with guidance and support.

Fluency

Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

- PK.2.F.1 Students will read first name in print.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading

Students will read and comprehend increasingly complex literary and informational texts.

- PK.2.R Students will begin to retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.

Writing

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

- PK.2.W Students will begin to express themselves through drawing, dictating, and emergent writing.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading	Writing
Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.
PK.3.R.1 Students will describe the role of an author and illustrator, telling how they contribute to a story, with guidance and support.	PK.3.W Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support.
PK.3.R.2 Students will describe characters in a story with guidance and support.	
PK.3.R.3 Students will tell what is happening in a picture or illustration with guidance and support.	
PK.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support.	

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

<b>Reading</b> Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	<b>Writing</b> Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.
PK.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.	PK.4.W.1 Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.
PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	PK.4.W.2 Students will begin to select appropriate language according to purpose.
PK.4.R.3 Students will name and sort familiar objects into categories based on common attributes with guidance and support.	

Standard 5: Language

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

Reading	Writing
Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.
PK.5.R.1 Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.	These standards begin in Kindergarten.
PK.5.R.2 Students will recognize concrete objects as persons, places or things (i.e., nouns) with guidance and support.	
PK.5.R.3 Students will recognize words as actions (i.e., verbs) with guidance and support.	
PK.5.R.4 Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after with guidance and support.	

Standard 6: Research

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

Reading	Writing
Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.
PK.6.R Students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	PK.6.W Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.

Standard 7: Multimodal Literacies

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

<b>Reading</b> Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	<b>Writing</b> Students will create multimodal texts to communicate knowledge and develop arguments.
PK.7.R Students will recognize formats of print and digital text with guidance and support.	PK.7.W Students will use appropriate technology or media to communicate with others with guidance and support.

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

<b>Reading</b> Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	<b>Writing</b> Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.
PK.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.	PK.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.

# OKLAHOMA ACADEMIC STANDARDS

# MATHEMATICS



OKLAHOMA STATE DEPARTMENT OF  
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— CHAMPION EXCELLENCE —



# Reading the Oklahoma Academic Standards for Mathematics



Develop a Deep and Flexible Conceptual Understanding	Develop Accurate and Appropriate Procedural Fluency	Develop Strategies for Problem Solving	Develop Mathematical Reasoning	Develop a Productive Mathematical Disposition	Develop the Ability to Make Conjectures, Model, and Generalize	Develop the Ability to Communicate Mathematically
<b>Number &amp; Operations (N)</b>						
<b>5.N.1</b> Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.	<b>Strands</b>					
	<b>5.N.1.1</b> Estimate solutions to division problems in order to assess the reasonableness of results.					
	<b>5.N.1.2</b> Divide multi-digit numbers, by one- and two-digit divisors, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.					
	<b>5.N.1.3</b> Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution.					
<b>5.N.2</b> Read, write, represent, and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.	<b>Objectives</b>					
	<b>5.N.2.1</b> Represent fractions and decimals (e.g., $\frac{1}{10}$ , $\frac{1}{100}$ ) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) and make comparisons of fractions and decimals.					
	<b>5.N.2.2</b> Represent, read and write decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers as large as millions.					
	<b>5.N.2.3</b> Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line.					
<b>5.N.3</b> Add and subtract fractions with like and unlike denominators, mixed numbers and decimals to solve real-world and mathematical problems.	<b>5.N.2.4</b> Recognize and generate equivalent decimals, fractions, mixed numbers, and fractions less than one in various contexts.					
	<b>5.N.3.1</b> Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.					
	<b>5.N.3.2</b> Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods).					
	<b>5.N.3.3</b> Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data.					
	<b>5.N.3.4</b> Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.					



Develop a Deep and Flexible Conceptual Understanding	Develop Accurate and Appropriate Procedural Fluency	Develop Strategies for Problem Solving	Develop Mathematical Reasoning	Develop a Productive Mathematical Disposition	Develop the Ability to Make Conjectures, Model, and Generalize	Develop the Ability to Communicate Mathematically
Number & Operations (N)						
PK.N.1 Know number names and count in sequence.	PK.N.1.1 Count aloud forward in sequence by 1s to 20.					
	PK.N.1.2 Recognize and name written numerals 0-10.					
	PK.N.1.3 Recognize that zero represents the count of no objects.					
PK.N.2 Count to tell the number of objects.	PK.N.2.1 Identify the number of objects, up to 10, in a row or column.					
	PK.N.2.2 Use one-to-one correspondence in counting objects and matching groups of objects.					
	PK.N.2.3 Understand the last numeral spoken, when counting aloud, tells how many total objects are in a set.					
	PK.N.2.4 Count up to 5 items in a scattered configuration; not in a row or column.					
PK.N.3 Compare sets using number.	PK.N.3.1 Compare two sets of 1-5 objects using comparative language such as same, more, or fewer.					
Algebraic Reasoning & Algebra (A)						
PK.A.1 Recognize, duplicate, and extend patterns.	PK.A.1.1 Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape and explain verbally what the objects have in common.					
	PK.A.1.2 Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.					
Geometry & Measurement (GM)						
PK.GM.1 Identify common shapes.	PK.GM.1.1 Identify circles, squares, rectangles, and triangles by pointing to the shape when given the name.					
PK.GM.2 Describe and compare measureable attributes.	PK.GM.2.1 Identify measurable attributes of objects. Describe them as little, big, long, short, tall, heavy, light, or other age appropriate vocabulary.					
	PK.GM.2.2 Directly compare two objects with a common measurable attribute using words such as longer/shorter; heavier/lighter; or taller/shorter.					
	PK.GM.2.3 Sort objects into sets by one or more attributes.					



Data & Probability (D)	
PK.D.1 Collect and organize categorical data.	PK.D.1.1 Collect and organize information about objects and events in the environment.
	PK.D.1.2 Use categorical data to create real-object graphs.



Oklahoma Academic Standards  
**SCIENCE**



**OKLAHOMA**  
Education



PREKINDERGARTEN (PK)	
Science Exploration (S)	
<b>PK.S.1 Engage in play to explore the physical and natural world.</b>	<b>Clarification Statement:</b> Exploration-based play should include playing inside the classroom (e.g., building towers with blocks, interacting with a balloon, mixing water colors, placing different objects in water) and outside the classroom (e.g., swinging at different speeds, kicking a ball in different ways, rolling round objects down a hill, digging in the dirt). Emphasis is on basic play as a means of exploration.
<b>PK.S.2 Make observations of the physical and natural world.</b>	<b>Clarification Statement:</b> Observations should focus on what things look, feel, hear, or smell like, how they might operate or function, and similarities and differences among things inside classroom (e.g., pencils, markers, and highlighters make different marks on paper) and outside a classroom (e.g., leaves look different at different times of year, sticks in different areas of the school yard are different shapes and sizes, it is cooler in the morning than at lunch). Explanations for why things inside and outside the classroom look, feel, or smell the way they do are not expected.
<b>PK.S.3 Notice and describe similarities and differences among plants, animals, and objects.</b>	<b>Clarification Statement:</b> Similarities and differences might include grouping like plants, animals, or objects based on observations. Descriptions of groupings might be based on how plants, animals, or objects look, feel, or smell.
<b>PK.S.4 Share noticings and wonderings about the physical and natural world.</b>	<b>Clarification Statement:</b> Sharing could include drawing, writing, building models, or other creative expressions, such as drama or creative movement. Sharing could include retelling, verbal descriptions, or talking with others. Wonderings might include “why,” “how,” and “what if” statements. Respect for the noticings and wondering of others should be emphasized, but explanations for noticings and wonderings are not emphasized or expected.
<b>PK.S.5 Ask questions based on curiosity about the physical and natural world.</b>	<b>Clarification Statement:</b> Questions may arise through observations, play, interests, events in the classroom, text, media, or other experiences of the natural and physical world.
<b>PK.S.6 Engage in investigations based on curiosity and wondering about the physical and natural world.</b>	<b>Clarification Statement:</b> Opportunities for investigation or further investigation could arise from opportunities to engage in play inside and outside the classroom, curiosities and wonderings of the student from school or out of school experiences. Emphasis is on providing opportunities for investigations to arise from student curiosities, wonderings, or questions.

# OKLAHOMA ACADEMIC STANDARDS

# SOCIAL STUDIES



OKLAHOMA STATE DEPARTMENT OF  
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# Reading the Oklahoma Academic Standards for Social Studies

Practices



Oklahoma Academic Standards for Social Studies 2<sup>nd</sup> Grade (2)



Grade or Course

Engage in Democratic Processes

Analyze and Address Authentic Civic Issues

Acquire, Apply, and Evaluate Evidence

Read Critically and Interpret Informational Sources

Engage in Evidence-Based Writing

## 2<sup>nd</sup> Grade Content Standards

**2.1** The student will explain the importance of the basic principles that provide the foundation of the American system of government.

Standards



**2.2** The student will describe the physical and human characteristics of their environment.

**2.1.1** Describe the Constitution of the United States as the structure for our national government.

**2.1.2** Summarize the five key individual rights and liberties protected by the First Amendment to the Constitution of the United States.

**2.1.3** Explain how active citizens participate in the government by voting to elect officials that represent them.

**2.1.4** Identify the basic roles of national leaders including the President of the United States , the members of the United States Congress, and the justices of the Supreme Court.

**2.1.5** Explain how all people can play an important role in their community.



Objectives

**2.2.1** Construct basic maps using cardinal directions and map symbols.

**2.2.2** Describe absolute and relative location using latitude, longitude, and hemispheres on basic maps and globes.

**2.2.3** Use political maps to locate the state of Oklahoma and the six bordering states.

**2.2.4** Identify and locate basic landforms, bodies of water, continents, and oceans on a map.

**2.2.5** Describe how communities modify the environment to meet their needs.

**2.2.6** Describe customs, traditions, clothing, food, housing, and music as basic elements of various cultures represented within the local community.



## Oklahoma Academic Standards for Social Studies Pre-Kindergarten (PK)

Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
Pre-Kindergarten Content Standards				
<b>PK.1</b> The student will exhibit traits of good citizenship.	<b>PK.1.1</b> Describe the importance of rules and personal responsibilities including working together to make decisions as a member of a family and classroom community.			
	<b>PK.1.2</b> Explain the need to respect the uniqueness of individuals in our class and community.			
	<b>PK.1.3</b> Describe the concept of being a citizen.			
	<b>PK.1.4</b> Identify the United States Flag as a symbol of the country.			
<b>PK.2</b> The student will demonstrate knowledge of basic physical and human geographic concepts.	<b>PK.2.1</b> Explain that a map is a drawing of a place.			
	<b>PK.2.2</b> Use basic directional terms in relation to the student's relative location.			
	<b>PK.2.3</b> Describe a classroom as a community.			
	<b>PK.2.4</b> Identify family customs and traditions as basic elements of culture.			
<b>PK.3</b> The student will understand that history relates to events and people of other times and places.	<b>PK.3.1</b> Explain history as things that happened in the past.			
	<b>PK.3.2</b> Describe how we honor people and events of the past.			
	<b>PK.3.3</b> Use words and phrases, such as before and after, as they relate to chronology and time in order to explain how things change.			
	<b>PK.3.4</b> Explain that lessons can be learned from the past.			
<b>PK.4</b> The student will identify basic economic concepts.	<b>PK.4.1</b> Identify basic needs all people share.			
	<b>PK.4.2</b> Explain that people work to earn money to buy things they need and want.			
	<b>PK.4.3</b> Explain how resources are used by people to meet their needs.			
	<b>PK.4.4</b> Describe how various school personnel provide needed services.			