

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

Standard 1: Speaking and Listening Students will develop and apply effective communication skills through speaking and active listening.
Reading / Listening Students will develop and apply effective communication skills through speaking and active listening.
3 rd
Students will retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Writing / Speaking Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
Discussion and Collaboration Develop and apply reciprocal communication skills by participating in a range of discussions.
3 rd
Students will engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
Oral Presentation of Knowledge and Ideas Develop and apply speaking skills to communicate ideas effectively in a variety of situations.
3 rd
Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Standard 2: Reading Process / Writing Process Students will use a variety of recursive reading and writing processes to produce and consume texts.
Reading Students will read increasingly more complex texts fluently to create meaning .
Comprehension Comprehension is the construction of meaning built through interacting with text.
3 rd
Students will identify genre and use prereading skills and strategies with literary, informational and digital texts and/or media.
Students will apply comprehension skills and strategies during reading :
*make and confirm/modify predictions while reading.
*ask and answer literal questions, using the text to support answers
*with guidance and support, ask and answer inferential questions,
*demonstrate their understanding that the illustrations support the character and plot development
*identify and describe characters and how their actions affect the events in the text
*identify the point of view of the narrator

Comment [DD1]: Definition of "recursive"

Comment [DD2]: Phrasing? "... read increasingly more complex texts fluently" or "... fluently read ... ?"

Comment [DD3]: Add the word "to"

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- *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
 Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds.

3rd

This category does not extend into third grade.

Print Concepts
 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
 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.

Fluency
 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
 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.

Comment [DD4]: Definition of "recursive"

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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.

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

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
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.

3rd

Students will identify the author's purpose.

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

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

A. Narrative
 Students will write narratives with characters and a logical sequence of events.

B. Informative
 Students will write information about a topic that contains a main idea and supporting details.

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C. Opinion
Students will express an opinion about a topic and provide reasons to support the 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
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
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
Students will engage in inquiry to acquire, refine, and share knowledge.

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

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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
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
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.

3rd

Students will read independently for academic and personal purposes for extended periods of time.

Students will select appropriate texts for specific purposes.

Writing
 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.