

# OKLAHOMA ACADEMIC STANDARDS

# ENGLISH LANGUAGE ARTS



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

# OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 2<sup>nd</sup> Grade

<b>1: Speaking and Listening</b> - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
<b>Reading</b> -Students will develop and apply effective communication skills through speaking and active listening.	
<b>2.1.R.1</b>	Students will actively listen and speak using appropriate discussion rules.
<b>2.1.R.2</b>	Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.
<b>2.1.R.3</b>	Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.
<b>2.1.R.4</b>	Students will restate and follow multi-step directions.
<b>Writing</b> -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
<b>2.1.W.1</b>	Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>2.1.W.2</b>	Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.
<b>2: Reading and Writing Process</b> - Students will use a variety of recursive reading and writing processes.	
<b>Reading</b> -Students will read and comprehend increasingly complex literary and informational texts.	
<b>2.2.R.1</b>	Students will locate the main idea and supporting details of a text.
<b>2.2.R.2</b>	Students will begin to compare and contrast details ( <i>e.g., plots or events, settings, and characters</i> ) to discriminate genres.
<b>2.2.R.3</b>	Students will begin to summarize events or plots ( <i>i.e., beginning, middle, end, and conflict</i> ) of a story or text.
<b>Writing</b> -Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing.	
<b>2.2.W.1</b>	Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.
<b>2.2.W.2</b>	Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.
<b>2.2.W.3</b>	Students will correctly spell grade-appropriate words while editing.
<b>2.2.W.4</b>	Students will use resources to find correct spellings of words ( <i>e.g., word wall, vocabulary notebook, dictionaries</i> ).
<b>2: Reading Foundations</b> - Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
<b>Phonological Awareness</b> -Phonological awareness is the ability to identify, think about and manipulate sounds in spoken language without using text.	
<i>Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.</i>	
<b>Print Concepts</b> -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.	
<b>2.2.PC</b>	Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.
<i>Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.</i>	
<b>Phonics and Word Study</b> -Students will decode and read words in context and isolation by applying phonics and word analysis skills.	



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2.2.PWS.1	<p>Students will decode one- and two- syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> <li>● single consonants, including those with two different sounds (<i>e.g., soft and hard c [cent, cat] and g [gem, goat]</i>)</li> <li>● consonant blends (<i>e.g., bl, br, cr</i>)</li> <li>● consonant digraphs and trigraphs (<i>e.g., sh-, -tch</i>)</li> <li>● vowel sounds:             <ul style="list-style-type: none"> <li>○ long</li> <li>○ short</li> <li>○ “r” controlled vowels (<i>e.g., ar, er, ir or, ur</i>)</li> </ul> </li> <li>● vowel spelling patterns:             <ul style="list-style-type: none"> <li>○ vowel digraphs (<i>e.g., ea, oa, ee</i>)</li> <li>○ vowel-consonant-silent-e (<i>e.g., lake</i>)</li> <li>○ vowel diphthongs (<i>vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy</i>)</li> </ul> </li> </ul>
2.2.PWS.2	<p>Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>● all major syllable patterns (<i>e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled</i>)</li> <li>● inflectional endings (<i>e.g., -s, -ed, -ing</i>)</li> <li>● compound words</li> <li>● contractions</li> <li>● abbreviations</li> <li>● common roots and related prefixes and suffixes</li> </ul>
2.2.PWS.3	<p>Students will read words in common word families (<i>e.g., -ight, -ink, -ine, ow</i>).</p>
<p><b>Fluency</b>-Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.</p>	
2.2.F.1	<p>Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p>
2.2.F.2	<p>Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>
<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i></p>	
<p><b>3: Critical Reading and Writing</b> - Students will apply critical thinking skills to reading and writing.</p>	
<p><b>Reading</b>-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.</p>	
2.3.R.1	<p>Students will determine the author’s purpose (<i>i.e., tell a story, provide information</i>).</p>
2.3.R.2	<p>Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p>
2.3.R.3	<p>Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> <li>● setting (<i>i.e., time, place</i>)</li> <li>● plot</li> <li>● characters</li> <li>● characterization</li> </ul>
2.3.R.4	<p>Students will find examples of literary devices:</p> <ul style="list-style-type: none"> <li>● simile</li> <li>● metaphor</li> </ul>



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<b>2.3.R.5</b>	Students will locate facts that are clearly stated in a text.
<b>2.3.R.6</b>	Students will describe the structure of a text ( <i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i> ) with guidance and support.
<b>2.3.R.7</b>	Students will answer inferential questions ( <i>e.g., how and why</i> ) with guidance and support.
<b>Writing</b> -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.	
<b>2.3.W.1</b>	<b>NARRATIVE</b> Students will write narratives incorporating characters, plot ( <i>i.e., beginning, middle, end</i> ), and a basic setting ( <i>i.e., time, place</i> ) with guidance and support.
<b>2.3.W.2</b>	<b>INFORMATIVE</b> Students will write facts about a subject and include a main idea with supporting details.
<b>2.3.W.3</b>	<b>OPINION</b> Students will express an opinion about a topic and provide reasons as support.
<b>4: Vocabulary</b> – 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>2.4.R.1</b>	Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.
<b>2.4.R.2</b>	Students will use word parts ( <i>e.g., affixes, roots, stems</i> ) to define and determine the meaning of new words.
<b>2.4.R.3</b>	Students will use context clues to determine the meaning of words with guidance and support.
<b>2.4.R.4</b>	Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.
<b>2.4.R.5</b>	Students will use a dictionary or glossary ( <i>print and/or electronic</i> ) to determine or clarify the meanings of words or phrases.
<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.	
<b>2.4.W.1</b>	Students will use domain-appropriate vocabulary to communicate ideas in writing.
<b>2.4.W.2</b>	Students will select appropriate language according to purpose in writing.
<b>5: Language</b> – Students will apply knowledge of grammar and rhetorical style to reading and writing.	
<b>Reading</b> -Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
<b>2.5.R.1</b>	Students will recognize nouns, pronouns, and irregular plural nouns.
<b>2.5.R.2</b>	Students will recognize different types and tenses of verbs.
<b>2.5.R.3</b>	Students will recognize adjectives.
<b>2.5.R.4</b>	Students will recognize prepositions.
<b>2.5.R.5</b>	Students will recognize the subject and predicate of a sentence.
<b>Writing</b> -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	



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<b>2.5.W.1</b>	Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> <li>• the first letter of a quotation</li> <li>• holidays</li> <li>• product names</li> <li>• initials</li> <li>• months and days of the week</li> </ul>
<b>2.5.W.2</b>	Students will use simple contractions ( <i>e.g., isn't, aren't, can't</i> ).
<b>2.5.W.3</b>	Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.
<b>6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.</b>	
<b>Reading-Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</b>	
<b>2.6.R.1</b>	Students will create their own questions to find information on their topic.
<b>2.6.R.2</b>	Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.
<b>2.6.R.3</b>	Students will consult various visual and text reference sources to gather information.
<b>Writing-Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</b>	
<b>2.6.W.1</b>	Students will generate a list of topics of interest and individual questions about one specific topic of interest.
<b>2.6.W.2</b>	Students will organize information found during group or individual research, using graphic organizers or other aids.
<b>2.6.W.3</b>	Students will organize and present their information in written and/or oral reports or display.
<b>7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.</b>	
<b>Reading-Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</b>	
<b>2.7.R.1</b>	Students will locate and use print and digital resources with guidance and support.
<b>2.7.R.2</b>	Students will explain how ideas and topics are depicted in a variety of media and formats.
<b>Writing-Students will create multimodal texts to communicate knowledge and develop arguments.</b>	
<b>2.7.W.1</b>	Students will select and use appropriate technology or media to communicate with others with guidance and support.
<b>2.7.W.2</b>	Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.
<b>8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal.</b>	
<b>Reading-Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</b>	
<b>2.8.R</b>	Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.
<b>Writing-Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</b>	
<b>2.8.W</b>	Students will write independently over extended periods of time ( <i>e.g., time for reflection and revision</i> ) and for shorter timeframes ( <i>e.g., a single sitting or a day or two</i> ).

