

# OKLAHOMA ACADEMIC STANDARDS

# ENGLISH LANGUAGE ARTS



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

# OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARD – Kindergarten

<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>K.1.R.1</b>	Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.
<b>K.1.R.2</b>	Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.
<b>K.1.R.3</b>	Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.
<b>K.1.R.4</b>	Students will follow one and two 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>K.1.W.1</b>	Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.
<b>K.1.W.2</b>	Students will work respectfully with others with guidance and support.
<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 recognize, think about and manipulate sounds in spoken language without using text.	
<b>K.2.PA.1</b>	Students will distinguish spoken words in a sentence.
<b>K.2.PA.2</b>	Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.
<b>K.2.PA.3</b>	Students will isolate and pronounce the same initial sounds in a set of spoken words ( <i>i.e., alliteration</i> ) ( <i>e.g., “the puppy pounces”</i> ).
<b>K.2.PA.4</b>	Students will recognize the short or long vowel sound in one syllable words.
<b>K.2.PA.5</b>	Students will count, pronounce, blend, segment, and delete syllables in spoken words.
<b>K.2.PA.6</b>	Students will blend and segment onset and rime in one syllable spoken words ( <i>e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/+ at</i> ).
<b>K.2.PA.7</b>	Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes ( <i>e.g., /f/ /a/ /s/ /t/= fast</i> )
<b>K.2.PA.8</b>	Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes ( <i>e.g., “fast” = /f/ /a/ /s/ /t/</i> ).
<b>K.2.PA.9</b>	Students will add, delete, and substitute phonemes in one syllable spoken words ( <i>e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog”</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>K.2.PC.1</b>	Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.
<b>K.2.PC.2</b>	Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.
<b>K.2.PC.3</b>	Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.
<b>K.2.PC.4</b>	Students will recognize that written words are made up of letters and are separated by spaces.
<b>K.2.PC.5</b>	Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).
<b>K.2.PC.6</b>	Students will recognize the distinguishing features of a sentence. ( <i>e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark</i> ) with guidance and support.
<b>Phonics and Word Study</b> Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
<b>K.2.PWS.1</b>	Students will name all uppercase and lowercase letters.
<b>K.2.PWS.2</b>	Students will sequence the letters of the alphabet.



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<b>K.2.PWS.3</b>	Students will produce the primary or most common sound for each consonant, short and long vowel sounds ( <i>e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/</i> ).
<b>K.2.PWS.4</b>	Students will blend letter sounds to decode simple <i>Vowel / Consonant (VC)</i> and <i>Consonant / Vowel / Consonant (CVC)</i> words ( <i>e.g., VC words = at, in, up; CVC words = pat, hen, lot</i> ).
<b>Fluency</b> -Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
<b>K.2.F.1</b>	Students will read first and last name in print.
<b>K.2.F.2</b>	Students will read common high frequency grade-level words by sight ( <i>e.g., not, was, to, have, you, he, is, with, are</i> ).
<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>K.2.R.1</b>	Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.
<b>K.2.R.2</b>	Students will discriminate between fiction and nonfiction/informational text with guidance and support.
<b>K.2.R.3</b>	Students will sequence the events/plot ( <i>i.e., beginning, middle, and end</i> ) of a story or text with guidance and support.
<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>K.2.W.1</b>	Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.
<b>K.2.W.2</b>	Students will begin to develop first drafts by sequencing the action or details of stories/texts.
<b>K.2.W.3</b>	Students will begin to edit first drafts using appropriate spacing between letters and words.
<b>3: Critical Reading and Writing</b> - Students will apply critical thinking skills to reading and writing.	
<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.	
<b>K.3.R.1</b>	Students will name the author and illustrator, and explain the roles of each in a particular story.
<b>K.3.R.2</b>	Students will describe characters and setting in a story with guidance and support.
<b>K.3.R.3</b>	Students will tell what is happening in a picture or illustration.
<b>K.3.R.4</b>	Students will ask and answer basic questions ( <i>e.g., who, what, where, and when</i> ) about texts during shared reading or other text experiences 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>K.3.W</b>	Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.
<b>4: Vocabulary</b> - Students will expand their working vocabulary 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>K.4.R.1</b>	Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.
<b>K.4.R.2</b>	Students will begin to develop an awareness of context clues through read-alouds and other text experiences.
<b>K.4.R.3</b>	Students will name and sort pictures of objects into categories based on common attributes with guidance and support.
<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>K.4.W.1</b>	Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.



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<b>K.4.W.2</b>	Students will select appropriate language according to purpose with guidance and support.
<b>5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.</b>	
<b>Reading-Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</b>	
<b>K.5.R.1</b>	Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.
<b>K.5.R.2</b>	Students will recognize concrete objects as persons, places or things ( <i>i.e., nouns</i> ) with guidance and support.
<b>K.5.R.3</b>	Students will recognize words as actions ( <i>i.e., verbs</i> ) with guidance and support.
<b>K.5.R.4</b>	Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.
<b>Writing-Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</b>	
<b>K.5.W.1</b>	Students will capitalize, with guidance and support: <ul style="list-style-type: none"> <li>• their first name</li> <li>• the pronoun “I.”</li> </ul>
<b>K.5.W.2</b>	Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.
<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>K.6.R.1</b>	Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.
<b>K.6.R.2</b>	Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.
<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>K.6.W.1</b>	Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.
<b>K.6.W.2</b>	Students will find information from provided sources during group research with guidance and support.
<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>K.7.R.1</b>	Students will recognize formats of print and digital text with guidance and support.
<b>K.7.R.2</b>	Students will explore 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>K.7.W.1</b>	Students will use appropriate technology to communicate with others with guidance and support.
<b>K.7.W.2</b>	Students will use appropriate props, images, or illustrations to support verbal communication.
<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>K.8.R</b>	Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.
<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>K.8.W</b>	Students will express their ideas through a combination of drawing and emergent writing with guidance and support.

