Oklahoma English Language Arts

Grade 1

Adopted 2021

Listening and Speaking

1. **Students will listen and speak effectively in a variety of situations.** LS.1

   Listening

   1. Actively listen using agreed-upon discussion rules. 1.1.L.1
   2. Follow simple two- and three-step oral directions. 1.1.L.2

   Speaking

   1. Work respectfully with peers. 1.1.S.1
   2. Engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups. 1.1.S.2
   3. Ask and answer relevant questions to seek help or get information to confirm understanding. 1.1.S.3
   4. Orally describe people, places, things, and events with relevant details expressing their ideas. 1.1.S.4

Reading and Writing Foundations

a. **Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.** RW.2.A

   Phonological Awareness

   1. Count, segment, blend, and delete syllables in spoken words. 1.2.PA.1
   2. Blend and segment onset and rime in spoken words (e.g., /ch/+ at = chat). 1.2.PA.2
   3. Isolate and pronounce medial sounds in spoken words. 1.2.PA.3
   4. Blend phonemes to form spoken words with 4-6 phonemes, including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/ = string). 1.2.PA.4
   5. Segment phonemes in spoken words with 4-6 phonemes into individual phonemes (e.g., string = /s/ /t/ /r/ /i/ /ng/). 1.2.PA.5
   6. Add, delete, and substitute phonemes in one-syllable spoken words with 3-5 phonemes (e.g., add /c/ to the beginning of at to say cat; delete the /p/ from pin, to say in; substitute the /o/ in stop with /e/ to say step). 1.2.PA.6

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Print Concepts

1. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark). 1.2.PC.1
2. Correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression. 1.2.PC.2

Phonics and Word Study

1. Decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills:- single consonants (e.g., b = /b/, f = /f/, t = /t/)- short vowel sounds (i.e., ă, ĕ, ĭ, ŏ, ŭ)- consonant blends (e.g., bl, br, cr)- consonant digraphs and trigraphs (e.g., sh, tch)- vowel-consonant-silent e (e.g., lake)- r-controlled vowels (i.e., ar, er, ir, or, ur)- vowel digraphs (e.g., ea, oa, ee) 1.2.PWS.1
2. Decode words by applying knowledge of syllable types in one-syllable words:- closed- open 1.2.PWS.2
3. Decode words by applying knowledge of structural analysis:- compound words- inflectional endings (e.g., -s, -ed, -ing) 1.2.PWS.3

Fluency

1. Expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity. 1.2.F.1
2. Orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension. 1.2.F.2

Spelling/Encoding

1. Use correct spelling when writing the following sounds in words:- consonants- short vowels- digraphs- consonant blends- vowel-consonant-silent e 1.2.SE.1
2. Correctly spell high-frequency and irregularly-spelled words by using common letter/sound correspondences and recalling the irregular parts of words (e.g., the: th- is a common letter/sound correspondence, -e is irregular). 1.2.SE.2

Reading and Writing Process

b. Students will use a variety of recursive reading and writing processes. RW.2.B

Reading

1. Students will identify the topic or main idea with some supporting details of a text. 1.2.R.1
2. Students will discriminate between fiction and nonfiction genres. 1.2.R.2
3. Students will sequence the plot (i.e., beginning, middle, and end) of a story. 1.2.R.3
4. Students will retell facts and details from an informational text. 1.2.R.4

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Writing

1. Students will develop and edit drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression. 1.2.W.1
2. Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences. 1.2.W.2
3. Students will revise drafts by adding and/or deleting text. 1.2.W.3
4. Students will correctly spell grade-level, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing using resources as needed. 1.2.W.4
5. Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair). 1.2.W.5

Critical Reading and Writing

3. **Students will apply critical thinking skills to reading and writing.** CRW.3

Reading

1. Identify the author's purpose (i.e., tell a story, provide information) with prompting. 1.3.R.1
2. Describe who is telling a story with prompting. 1.3.R.2
3. Find textual evidence when provided with examples of literary elements:- setting (i.e., time and place)- main characters and their traits 1.3.R.3
4. Ask and answer basic questions (e.g., who, what, where, why, and when) about texts. 1.3.R.4
5. Begin to use details from a text to draw conclusions and make predictions. 1.3.R.5
6. Begin to locate facts that are clearly stated in a text. 1.3.R.6

Writing

1. Write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with prompting. 1.3.W.1
2. Begin to write facts about a topic in response to a text read aloud to demonstrate understanding with prompting. 1.3.W.2
3. Write an opinion about a topic and provide a reason to support the opinion with prompting. 1.3.W.3

Vocabulary

4. **Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.** V.4

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Reading

1. Begin to determine relationships among words, including synonyms and antonyms. 1.4.R.1
2. Use context clues to determine the meaning of words with prompting. 1.4.R.2
3. Use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting. 1.4.R.3
4. Begin to use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words. 1.4.R.4
5. Acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations. 1.4.R.5

Writing

1. Use grade-level vocabulary to communicate ideas through speaking and writing. 1.4.W.1
2. Use language in speaking and writing according to purpose with prompting. 1.4.W.2

Language

5. **Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.** L.5

Reading

1. Recognize simple sentences. 1.5.R.1
2. Recognize parts of speech in sentences:- nouns as concrete objects (i.e., people, places, and things)- regular plural nouns- present-tense verbs as actions- color, size, and number adjectives- prepositions- the pronouns I, me, you, and we- the conjunctions and, or, and but- the adverbs too and very 1.5.R.2

Writing

1. Compose simple sentences that conclude with an end mark. 1.5.W.1
2. Use nouns, verbs, and adjectives to add clarity and variety to their writing. 1.5.W.2
3. Capitalize the first letter of a sentence, proper names, and months and days of the week. 1.5.W.3
4. Use periods, question marks, and exclamation points. 1.5.W.4

Research

6. **Students will engage in inquiry to acquire, refine, and communicate accurate information.** R.6

Reading

1. Identify who can answer questions about their topic or what resources they will need to find the information. 1.6.R.1
2. Identify and use graphic and text features to understand texts:- photos- illustrations- titles- labels- headings- charts- graphs 1.6.R.2
3. Identify the location and purpose of the table of contents and glossary. 1.6.R.3

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Writing

1. Generate questions about topics of interest for research. 1.6.W.1
2. Organize information found during group or individual research, using graphic organizers or other aids with prompting. 1.6.W.2
3. Share relevant information for various purposes. 1.6.W.3

Multimodal Literacies

7. **Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.** ML.7

Reading

R. Explain how ideas and topics are depicted in multimodal content. 1.7.R

Writing

W. Use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings. 1.7.W

Independent Reading and Writing

8. **Students will read and write independently for a variety of purposes and periods of time.** IRW.8

Reading

R. Select texts for academic and personal purposes and read independently for extended periods of time. 1.8.R

Writing

W. Write independently using a combination of emergent and conventional writing with prompting. 1.8.W