Oklahoma English Language Arts

Grade K

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 with prompting. K.1.L.1
   2. Follow simple one- and two-step oral directions. K.1.L.2

   Speaking

   1. Work respectfully with peers with prompting. K.1.S.1
   2. Engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting. K.1.S.2
   3. Ask and answer relevant questions with prompting. K.1.S.3
   4. Orally describe personal interests or tell stories to peers and adults using agreed-upon rules (e.g., taking turns, staying on topic). K.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 one-syllable and multisyllabic spoken words in a sentence (e.g., I see an elephant.). K.2.PA.1
   2. Distinguish rhyming and non-rhyming pairs and produce a rhyme when given a word. K.2.PA.2
   3. Isolate and pronounce initial and final sounds in spoken words. K.2.PA.3
   4. Count, segment, and blend syllables in spoken words. K.2.PA.4
   5. Blend and segment onset and rime in one-syllable spoken words (e.g., blending: /j/ + og = jog ; segmenting: cat = /c/+ at). K.2.PA.5
   6. Blend phonemes to form one-syllable spoken words with 2-4 phonemes (e.g., /f/ /l/ /a/ /t/= flat). K.2.PA.6
   7. Segment phonemes in one-syllable spoken words with 2-4 phonemes (e.g., flat = /f/ /l/ /a/ /t/). K.2.PA.7

Skip to main content

Print Concepts

1. Demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment. K.2.PC.1
2. Demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book. K.2.PC.2
3. Recognize that print moves from top to bottom, left to right, and front to back. K.2.PC.3
4. Recognize that written words are made up of letters and are separated by spaces. K.2.PC.4
5. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark) with prompting. K.2.PC.5
6. Correctly form letters to write their first and last name and most uppercase and lowercase letters correctly. K.2.PC.6

Phonics and Word Study

1. Name all uppercase and lowercase letters. K.2.PWS.1
2. Sequence the letters of the alphabet. K.2.PWS.2
3. Produce the sounds for short and long vowels and the most common sound for consonants (e.g., a = /ă/ & /ā/, f = /f/, s = /s/, x = /ks/). K.2.PWS.3
4. Blend letter sounds to decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words (e.g., VC words = at , in , up ; CVC words = pat , hen , lot). K.2.PWS.4

Fluency

1. Read their first and last name in print. K.2.F.1
2. Recite familiar texts (e.g., rhymes, songs, poetry, etc.). K.2.F.2
3. Begin to develop a sight word vocabulary by decoding and reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity. K.2.F.3

Spelling/Encoding

1. Represent major consonants logically in phonetic spelling (e.g., "lefnt" for elephant or "apl" for apple). K.2.SE.1
2. Represent all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling (e.g., "kat" for cat or "fer" for fur). K.2.SE.2

Reading and Writing Process

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

Skip to main content

Reading

1. Identify the topic or main idea with a supporting detail of a text with prompting. K.2.R.1
2. Discriminate between fiction and nonfiction text with prompting. K.2.R.2
3. Sequence the plot (i.e., beginning, middle, and end) of a story with prompting. K.2.R.3
4. Begin to retell facts and details from an informational text. K.2.R.4

Writing

1. Express themselves through drawing and emergent writing. K.2.W.1
2. Sequence the action or details of stories/texts with prompting. K.2.W.2
3. Use appropriate spacing between letters and words in emergent writing. K.2.W.3
4. Add to their drawing and emergent writing. K.2.W.4
5. Share their stories/texts with authentic audiences. K.2.W.5

Critical Reading and Writing

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

Reading

1. Describe the roles of an author and illustrator in various texts. K.3.R.1
2. Ask and answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting. K.3.R.2
3. Describe characters and setting in a story with prompting. K.3.R.3

Writing

W. Use drawing, labeling, and writing to tell a story, share information, or express an opinion with prompting. K.3.W

Skip to main content

Vocabulary

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

   Reading

   1. Name and sort familiar objects into categories based on similarities and differences with prompting. K.4.R.1
   2. Begin to develop an awareness of context clues through read-alouds and other text experiences. K.4.R.2
   3. Begin to acquire new vocabulary and relate new words to prior knowledge. K.4.R.3

   Writing

   1. Use new vocabulary to produce and expand complete sentences in shared language activities. K.4.W.1
   2. Use language according to purpose in shared writing experiences. K.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 with prompting. K.5.R.1
   2. Recognize parts of speech in sentences with prompting:
concrete objects as persons, places, or things (i.e., nouns)
words as actions (i.e., verbs)
color and size adjectives
the pronoun I
spatial and time relationships such as up , down , before , and after K.5.R.2

   Writing

   1. Begin to compose simple sentences that begin with a capital letter and conclude with an end mark. K.5.W.1
   2. Capitalize their first name and the pronoun I with prompting. K.5.W.2
   3. Recognize and begin to use periods, question marks, and exclamation points. K.5.W.3

Research

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

   Reading

   1. Identify relevant pictures, charts, grade-level texts, or people as sources of information on a topic of interest. K.6.R.1
   2. Identify and use graphic and text features to understand texts: photos
illustrations
titles K.6.R.2

Skip to main content

Writing

1. Generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting. K.6.W.1
2. Find information from provided sources during group research with prompting. K.6.W.2
3. Share relevant information for various purposes with prompting. K.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. Explore ideas and topics in multimodal content. K.7.R

Writing

W. Combine movement with relevant props, images, or illustrations to support their writing and speaking. K.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. Listen and respond to read-alouds, participate in shared reading, and interact independently with texts. K.8.R

Writing

W. Express their ideas using a combination of drawing and emergent writing with prompting. K.8.W