Oklahoma English Language Arts

Grade Pre-K

Adopted 2021

Listening and Speaking

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

   Listening

   2. Follow simple one-step oral directions. PK.1.L.2

   Speaking

   1. Work respectfully with peers with prompting. PK.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. PK.1.S.2
   3. Ask and answer questions with prompting. PK.1.S.3
   4. Orally describe personal interests or tell stories to peers and adults with prompting. PK.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 spoken words in a three- to four-word sentence with one-syllable words. PK.2.PA.1
   2. Recognize spoken words that rhyme (e.g., wall & fall). PK.2.PA.2
   3. Recognize syllables in spoken words (e.g., pony = po + ny). PK.2.PA.3
   4. Isolate the common initial sound when given a set of alliterative spoken words (e.g., the p uppy p ounces). PK.2.PA.4

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Print Concepts

1. Begin to understand that print carries a message by recognizing labels, signs, and other print in the environment. PK.2.PC.1
2. Demonstrate correct book orientation and identify the front and back covers of a book. PK.2.PC.2
3. Begin to understand that print moves from top to bottom, left to right, and front to back. PK.2.PC.3
4. Begin to recognize that written words are made up of letters and are separated by spaces. PK.2.PC.4
5. Begin to recognize ending punctuation marks in print during shared reading or other text experiences. PK.2.PC.5
6. Begin to write some uppercase and lowercase letters including the majority of the letters in their first name with prompting. PK.2.PC.6

Phonics and Word Study

1. Name the letters in their first name. PK.2.PWS.1
2. Name a majority of uppercase and lowercase letters. PK.2.PWS.2
3. Produce some sounds represented by letters. PK.2.PWS.3

Fluency

1. Read their first name in print. PK.2.F.1
2. Recite familiar texts (e.g., rhymes, songs, poetry, etc.). PK.2.F.2

Spelling/Encoding

Reading and Writing Process

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

Reading

R. Retell or reenact major events or details from a read-aloud. PK.2.R

Writing

W. Begin to express themselves through drawing and emergent writing. PK.2.W

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 with prompting. PK.3.R.1
2. Answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting. PK.3.R.2
3. Identify characters in a story with prompting. PK.3.R.3

Writing

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1. Use drawing and labeling to tell a story or share information with prompting. PK.3.W.1

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. PK.4.R.1
   2. Begin to develop an awareness of context clues through read-alouds and other text experiences. PK.4.R.2
   3. Begin to acquire new vocabulary and relate new words to prior knowledge. PK.4.R.3

   Writing

   1. Begin to use new vocabulary to produce and expand complete sentences in shared language activities. PK.4.W.1
   2. Begin to use language according to purpose in shared writing experiences. PK.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. Hear different sentence structures through conversations, read-alouds, and interactive reading. PK.5.R.1
   2. Hear different parts of speech through conversations, read-alouds, and interactive reading:
concrete objects as persons, places, or things (i.e., nouns)
words as actions (i.e., verbs)
color adjectives spatial and time relationships such as up , down , before , and after PK.5.R.2

   Writing

Research

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

   Reading

   R. Begin to identify pictures, charts, grade-level texts, or people as sources of information on a topic of interest. PK.6.R

   Writing

   W. Generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting. PK.6.W

Multimodal Literacies

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

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Reading

R. Explore ideas and topics in a variety of media and formats with prompting. PK.7.R

Writing

W. Begin to combine movement with relevant props, images, or illustrations to support their writing and speaking. PK.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. PK.8.R

Writing

W. Begin to express their ideas using a combination of drawing and emergent writing with prompting. PK.8.W