

# Oklahoma, Grade 1

Oklahoma Strand/Standard	Focus of Oklahoma Standard	For More Information
<b>Speaking and Listening</b>		
1.R.1	Listen actively and speak using agreed-upon rules for discussion	SL1 pp. 146–151
1.R.2	Ask and answer questions to seek help, get information, or clarify information	SL3 pp. 158–163
1.R.3	Engage in collaborative discussions	SL1 pp. 146–151
1.R.4	Restate and follow one- and two-step directions	NA
1.W.1	Orally describe people, places, things, and events with relevant details	SL4 pp. 156–161
1.W.2	Work in groups respectfully	SL1 pp. 138–143
<b>Reading Foundations</b>		
2.PA.1–6	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	RF2 pp. 78–83
2.PC.1	Correctly form letters	L1 pp. 186–191
2.PC.2	Print Concepts: Recognize the distinguishing features of a sentence	RF1 pp. 72–77
2.PWS.1–3	Phonics: Know and apply grade-level phonics and word analysis skills in decoding words	RF3 pp. 84–89
2.F.1	Read common high-frequency words	RF3 pp. 84–89
2.F.2	Orally read level-appropriate text smoothly and accurately	RF4 pp. 90–95
<b>Reading and Writing Process</b>		
2.R.1	Retell or reenact major events from a read-aloud	R2 pp. 12–17
2.R.2	Discriminate between fiction and nonfiction	NA
2.R.3	Sequence the events of a story	R2 pp. 12–17 R3 pp. 18–23
2.W.1–2	Develop, sequence, and edit first drafts	W5 pp. 98–103
2.W.3–4	Correctly spell level-appropriate decodable and common sight words; use resources to find correct spellings	L2 pp. 192–197
<b>Critical Reading and Writing</b>		
3.R.1	Identify the author's purpose	R6 pp. 36–41
3.R.2	Describe who is telling the story	R6 pp. 36–41
3.R.3	Find examples of literary elements (setting, plot, characters) in a story	R3 pp. 18–23
3.R.4	Ask and answer questions about texts	R1 pp. 6–11
3.R.5	Locate facts stated in a text	R2 pp. 12–17
3.W.1	Begin to write narratives including plot, setting, and characters	W3 pp. 112–117
3.W.2	Begin to write facts about a subject in response to a text read aloud	W2 pp. 106–111
3.W.3	Express an opinion in writing about a topic and provide a supporting reason	W1 pp. 100–105
<b>Vocabulary</b>		
4.R.1	Acquire and apply new academic, domain-specific vocabulary and relate new words to prior knowledge	L6 pp. 216–221
4.R.2	Use word parts to define unfamiliar words	L4 pp. 204–209

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<b>Vocabulary</b>		
4.R.3	Use context clues to determine word meaning	L4 pp. 204–209
4.R.4	Name and sort words into categories	L5 pp. 210–215
4.R.5	Use a dictionary to find words	NA
4.W.1	Use domain-appropriate vocabulary to communicate ideas in writing	L6 pp. 216–221
4.W.2	Select appropriate language according to purpose	L6 pp. 216–221
<b>Language</b>		
5.R.1–4	Recognize nouns, verbs, adjectives, and prepositions; recognize noun–verb agreement	L1 pp. 186–191
5.W.1–2	Capitalize first letter in a sentence, proper names, months and days of the week; compose grammatically correct sentences	L1 pp. 186–191 L2 pp. 192–197
<b>Research</b>		
6.R.1–2	Identify sources of information on a topic of interest; identify graphic features to understand a text; identify the location and purpose of various visual and text reference sources	R7 pp. 42–47 W7 pp. 130–135
6.W.1–2	Generate questions about topics of interest; organize information found during research	W7 pp. 130–135 W8 pp. 136–141
6.W.3	Make informal presentations of information gathered	SL4 pp. 164–169
<b>Multimodal Literacies</b>		
7.R.1–2	Use print and digital resources; explore and compare how ideas and topics are depicted in a variety of media and formats	R6 pp. 36–41 W7 pp. 130–135
7.W.1–2	Use appropriate technology to communicate with others; use visual displays to support and clarify verbal communication	W6 pp. 124–129 SL5 pp. 170–175
<b>Independent Reading and Writing</b>		
8.R	Select and read independently level-appropriate texts for academic and personal purposes	R10 pp. 60–65
8.W	Write independently for extended and shorter periods	NA