

# Oklahoma, Grade 2

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 multistep directions	NA
1.W.1	Report on a topic or text, tell a story, or recount an experience with appropriate facts and details	SL4 pp. 156–161
1.W.2	Work in groups respectfully, valuing contributions by group members	SL1 pp. 138–143
<b>Reading Foundations</b>		
2.PC	Correctly form letters	L1 pp. 186–191
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	Locate the main idea and supporting details of a text	R2 pp. 12–17
2.R.2	Compare and contrast details to discriminate genres	R9 pp. 54–59
2.R.3	Summarize the events of a story	R5 pp. 30–35
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	Determine the author’s purpose	R6 pp. 36–41
3.R.2	Infer whether a story is narrated in first or third person	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	Find examples of literary devices (simile, metaphor)	NA
3.R.5	Locate facts stated in a text	R2 pp. 12–17
3.R.6	Describe the structure of a text	R5 pp. 30–35
3.R.7	Answer inferential questions	R1 pp. 6–11
3.W.1	Write narratives including plot, setting, and characters	W3 pp. 112–117
3.W.2	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 supporting reasons	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	Infer relationships among words, including synonyms, antonyms, and multiple-meaning words	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 in writing	L6 pp. 216–221
<b>Language</b>		
5.R.1–5	Recognize nouns, pronouns, and irregular plural nouns; recognize different types and tenses of verbs; recognize adjectives and prepositions; recognize subject and predicate of a sentence	L1 pp. 186–191
5.W.1–3	Capitalize and appropriately punctuate; use simple contractions; compose grammatically correct sentences	L2 pp. 192–197
<b>Research</b>		
6.R.1–3	Create questions to find information on a topic of interest; use graphic features to understand a text; consult 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 written or oral presentations of information	SL4 pp. 164–169
<b>Multimodal Literacies</b>		
7.R.1–2	Use print and digital resources; explain 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	Select and use appropriate technology to communicate with others; create an audio, visual, and/or multimedia presentation	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