

Oklahoma, Kindergarten

Oklahoma Strand/Standard	Focus of Oklahoma Standard	For More Information
Speaking and Listening		
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	Follow one and two step directions	NA
1.W.1	Orally describe interests or tell stories; speak clearly in complete sentences	SL4 pp. 156–161
1.W.2	Work with others respectfully	SL1 pp. 138–143
Reading Foundations		
2.PA.1–9	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.2–8	Print Concepts: Demonstrate understanding of the organization and basic features of print	RF1 pp. 72–77
2.PWS.1–4	Phonics: Know and apply grade-level phonics and word analysis skills in decoding words	RF3 pp. 84–89
2.F.1–2	Read own name in print; read common high-frequency words	RF4 pp. 90–95
Reading and Writing Process		
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.1–3	Develop, sequence, and edit first drafts	W5 pp. 98–103
Critical Reading and Writing		
3.R.1	Name the author and illustrator and explain the roles of each	R6 pp. 36–41
3.R.2	Describe characters and setting in a story	R3 pp. 18–23
3.R.3	Tell what is happening in an illustration	R7 pp. 42–47
3.R.4	Ask and answer questions about texts	R1 pp. 6–11
3.W.1	Use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion	W1 pp. 100–105 W2 pp. 106–111 W3 pp. 112–117
Vocabulary		
4.R.1	Acquire new academic, domain-specific vocabulary and relate new words to prior knowledge	L6 pp. 216–221
4.R.2	Develop an awareness of context clues	L4 pp. 204–209
4.R.3	Name and sort pictures of objects into categories	L5 pp. 210–215
4.W.1	Use new vocabulary to produce and expand complete sentences	L6 pp. 216–221
4.W.2	Select appropriate language according to purpose	L6 pp. 216–221

(Continued)

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Language		
5.R.1–4	Begin to understand the function of grammar; recognize nouns and verbs; determine spatial and time relationships	L1 pp. 186–191
5.W.1–2	Capitalize first name, the pronoun <i>I</i> ; begin sentences with a capital letter and end with a period or question mark	L2 pp. 192–197
Research		
6.R.1–2	Identify sources of information on a topic of interest; identify graphic features to understand a text	R7 pp. 42–47 W7 pp. 130–135
6.W.1–2	Generate topics of interest; find information from provided sources during group research	W7 pp. 130–135 W8 pp. 136–141
Multimodal Literacies		
7.R.1–2	Recognize formats of print and digital text; explore how topics and ideas are depicted in a variety of media	R9 pp. 54–59
7.W.1–2	Use appropriate technology to communicate with others; use appropriate props or images to support verbal communication	W6 pp. 124–129 SL5 pp. 170–175
Independent Reading and Writing		
8.R	Demonstrate interest and interact independently with books	R10 pp. 60–65
8.W	Express ideas through a combination of drawing and emergent writing	W1 pp. 100–105 W2 pp. 106–111 W3 pp. 112–117