



## 8 Overarching Standards

The following eight standards encompass the content and competencies of English language arts:

1. **Listening and Speaking**
2. **Reading and Writing Foundations/Process**
3. **Critical Reading and Writing**
4. **Vocabulary**
5. **Language**
6. **Research**
7. **Multimodal Literacies**
8. **Independent Reading and Writing**

The eight overarching standards reinforce language arts' recursive nature, a non-linear process that involves the continuous and thoughtful refinement of concepts and skills. Each standard statement is accompanied by two strand statements—listening and speaking for Standard 1 and reading and writing for Standards 2-8. Each pair of strands contains grade-level objectives.

Standard 2 Reading and Writing Foundations includes the five strands of Phonological Awareness, Print Concepts, Phonics and Word Study, Spelling/Encoding, and Fluency. The linear order of the strands suggests a learning progression that begins with basic foundational skills and culminates in fluent readers and writers.

Concepts and skills are expressed in terms of both reading and writing to support integrated, rather than isolated, reading/writing instruction. Research supports this integrated model of English



language arts, where students read to understand the meaning and composition of a text and write with readers' expectations and assumptions in mind.

The order of the standards is meant to suggest that students learn to read and write by listening and speaking (Standard 1) on their way to the ultimate goal of becoming independent, critical readers and writers (Standards 3 and 8). At the same time, speaking and listening skills will continue to be developed as students progress through the grade levels, and concepts of independent reading and writing will be introduced even in the earliest grades.

Independent reading and writing is a natural outgrowth of strong standards implementation through a rigorous curriculum. Standard 8 acknowledges students' need to grow increasingly independent for college and career readiness. Being able to work independently and seek out opportunities to read and write is a significant part of life-long learning. These skills easily transfer to test-taking, civic engagement, and citizenship.

Academic standards establish objective performance criteria. They are used as guides to develop curriculum and instruction that is engaging, challenging, and sequenced for students. Acquiring English language arts knowledge and skills is a recursive learning endeavor. Students need to revisit concepts as they develop language arts acumen at increasingly higher levels of complexity.



The eight overarching standard statements are accompanied by two strand statements—listening and speaking for Standard 1 and reading and writing for Standards 2-8. Standard 2 Reading and Writing Foundations includes five unique strands and statements related to foundational literacy skills. Every strand contains grade-level objectives.

### **Standard 1: Listening and Speaking** | Students will listen and speak effectively in a variety of situations.

- **Listening:** Students will develop and apply effective communication skills through active listening.
- **Speaking:** Students will develop and apply effective communication skills to share ideas through speaking.

### **Standard 2: Reading and Writing Foundations** | Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

- **Phonological Awareness:** Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.
- **Print Concepts:** Students will demonstrate their understanding of the organization and basic features of print.
- **Phonics and Word Study:** Students will decode words by applying phonics and word analysis skills in context and isolation.
- **Spelling/Encoding:** Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
- **Fluency:** Students will read grade-level text smoothly and accurately, with appropriate expression.

### **Standard 2: Reading and Writing Process** | Students will use a variety of recursive reading and writing processes.

- **Reading:** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.
- **Writing:** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

### **Standard 3: Critical Reading and Writing** | Students will apply critical thinking skills to reading and writing.

- **Reading:** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.
- **Writing:** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

### **Standard 4: Vocabulary** | Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

- **Reading:** Students will expand their grade-level vocabularies through reading, word study, and class discussion.
- **Writing:** Students will apply knowledge of vocabulary to speak and write effectively.



**Standard 5: Language** | Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

- **Reading:** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.
- **Writing:** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

**Standard 6: Research** | Students will engage in inquiry to acquire, refine, and communicate accurate information.

- **Reading:** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.
- **Writing:** Students will synthesize information ethically through speaking and writing.

**Standard 7: Multimodal Literacies** | Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

- **Reading:** Students will comprehend and evaluate multimodal content.
- **Writing:** Students will create multimodal content to communicate effectively.

**Standard 8: Independent Reading and Writing** | Students will read and write independently for a variety of purposes and periods of time.

- **Reading:** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.
- **Writing:** Students will write independently, intentionally selecting modes, purposes, and audiences.

### Disciplinary Literacy in Oklahoma Academic Standards

As literacy expert Dr. Timothy Shanahan explains, “Disciplinary literacy is based upon the idea that literacy and text are specialized, and even unique, across the disciplines. Historians engage in very different approaches to reading than mathematicians do, for instance. Similarly, even those who know little about math or literature can easily distinguish a science text from a literary one.” Teachers of English language arts can partner with math, social studies, science, fine arts, computer science, and world languages teachers who are also teaching their students to read, write, listen, and speak within their particular subjects through subject-specific processes and standards. In self-contained elementary classrooms, teachers can incorporate various disciplinary literacies in their lessons.