



# Ready® Reading

to the  
2021 Oklahoma Academic  
Standards for  
English Language Arts

**Grade 1**

2021 Oklahoma Academic Standards for English Language Arts Grade 1		Ready Reading Lessons Grade 1
<b>GRADE 1</b>		
<b>Standard 1: Listening and Speaking:</b> Students will listen and speak effectively in a variety of situations.		
<b>Listening:</b> Students will develop and apply effective communication skills through active listening.		
1.1.L.1	Students will actively listen using agreed-upon rules for discussion.	<i>Standard addressed throughout all Read Aloud lessons' <b>Speaking and Listening</b> Activities.</i>
1.1.L.2	Students will follow simple two- and three-step oral directions.	<i>Standard addressed throughout all Read Aloud lessons' <b>Speaking and Listening</b> Activities.</i>
<b>Speaking:</b> Students will develop and apply effective communication skills to share ideas through speaking.		
1.1.S.1	Students will work respectfully with peers.	<i>Standard addressed throughout all Read Aloud lessons' <b>Speaking and Listening</b> Activities.</i>
1.1.S.2	Students will engage in collaborative discussions about various topics and texts with peers and adults in small and large groups.	<i>Standard addressed throughout all Read Aloud lessons' <b>Speaking and Listening</b> Activities.</i>
1.1.S.3	Students will ask and answer relevant questions to seek help, get information, or clarify information presented to confirm understanding.	<i>Standard addressed throughout all Read Aloud lessons' <b>Speaking and Listening</b> Activities.</i>
1.1.S.4	Students will orally describe people, places, things, and events with relevant details expressing their ideas.	<i>Standard addressed throughout all Read Aloud lessons' <b>Speaking and Listening</b> Activities.</i>
<b>Standard 2: Reading and Writing Foundations:</b> Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.		
<b>Phonological Awareness:</b> Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.		
1.2.PA.1	Students will count, segment, blend, and delete syllables in spoken words.	<b>Read Aloud Lesson E:</b> Who Eats What?, <i>Integrating Foundational Skills</i>
1.2.PA.2	Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat).	<b>Read Aloud Lesson B:</b> The Polar Bear Son, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson F:</b> Butterflies and Moths, <i>Integrating Foundational Skills</i>

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1.2.PA.3	Students will blend phonemes to form spoken words with 4 to 6 phonemes, including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/ = string).	<b>Read Aloud Lesson B:</b> The Polar Bear Son, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson F:</b> Butterflies and Moths, <i>Integrating Foundational Skills</i>
1.2.PA.4	Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string = /s/ /t/ /r/ /i/ /ng/).	<b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel, <i>Integrating Foundational Skills</i>
1.2.PA.5	Students will add, delete, and substitute phonemes in one-syllable spoken words without consonant blends (e.g., add /c/ to the beginning of at to say cat; remove the /p/ from pin, to say in; change the /d/ in dog to /f/ /r/ to say frog).	<b>For aligned content, see Grade K:</b> <b>Read Aloud Lesson D:</b> Stone Soup, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson E:</b> Why Mosquitoes Buzz in People's Ears, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson F:</b> Red-Eyed Tree Frog, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson G:</b> What's It Like to Be a Fish?, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson H:</b> What Lives in a Shell?, <i>Integrating Foundational Skills</i>
<b>Print Concepts:</b> Students will demonstrate their understanding of the organization and basic features of print.		
1.2.PC.1	Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.	<i>Standard Addressed throughout all lessons' Writing Activities .</i>
1.2.PC.2	Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks).	<b>Read Aloud Lesson A:</b> The Empty Pot, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother, <i>Writing Activity</i> ; <b>Read Aloud Lesson E:</b> Who Eats What?; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel

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<b>Phonics and Word Study:</b> Students will decode and encode words by applying phonics and word analysis skills in context and isolation.		
1.2.PWS.1	Students will decode one-syllable phonetically regular words by using their knowledge of:	
1.2.PWS.1.a	single consonants (e.g., b = /b/, f = /f/, t = /t/)	<b>Read Aloud Lesson D:</b> Mice and Beans, <i>Integrating Foundational Skills</i>
1.2.PWS.1.b	consonant blends (e.g., bl, br, cr)	<b>Read Aloud Lesson B:</b> The Polar Bear Son, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson F:</b> Butterflies and Moths, <i>Integrating Foundational Skills</i>
1.2.PWS.1.c	digraphs and trigraphs (e.g., sh-, -tch)	<b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson F:</b> Butterflies and Moths, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson I:</b> Earthworms, <i>Integrating Foundational Skills</i>
1.2.PWS.1.d	short vowel sounds	<b>Read Aloud Lesson A:</b> The Empty Pot, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel, <i>Integrating Foundational Skills</i>
1.2.PWS.1.e	vowel-consonant-silent-e (e.g., lake)	<b>Read Aloud Lesson D:</b> Mice and Beans, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson I:</b> Earthworms, <i>Integrating Foundational Skills</i>
1.2.PWS.1.f	vowel digraphs (e.g., ea, oa, ee)	<i>Standard not addressed at this level of Ready Reading.</i>
1.2.PWS.1.g	r-controlled vowels (i.e., ar, er, ir, or, ur)	<i>Standard not addressed at this level of Ready Reading.</i>
1.2.PWS.2	Students will decode words by applying knowledge of both closed and open syllable types in one-syllable words.	<i>Standard not addressed at this level of Ready Reading.</i>

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1.2.PWS.3	Students will decode words by applying knowledge of structural analysis:	
1.2.PWS.3.a	compound words	<i>Standard not addressed at this level of Ready Reading.</i>
1.2.PWS.3.b	inflectional endings (e.g., -s, -ed, -ing)	<b>Read Aloud Lesson G:</b> Elizabeth Leads the Way, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel, <i>Integrating Foundational Skills</i>
1.2.PWS.3.c	contractions	<b>For related content, see Grade K:</b> <b>Read Aloud Lesson I:</b> America's Champion Swimmer, <i>ELL Support: Contractions</i>
<b>Spelling/Encoding:</b> Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills		
1.2.SE.1	Students will use correct spelling when writing the following sounds in words:	
1.2.SE.1.a	consonants	<i>Standard not addressed at this level of Ready Reading.</i>
1.2.SE.1.b	short vowels	<b>Read Aloud Lesson E:</b> Who Eats What? Food Chains and Food Webs, <i>Integrating Foundational Skills</i>
1.2.SE.1.c	digraphs	<b>Read Aloud Lesson C:</b> My Rotten Redhead Older Brother, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson F:</b> Nic Bishop: Butterflies and Moths, <i>Integrating Foundational Skills</i> ; <b>Read Aloud Lesson I:</b> Earthworms, <i>Integrating Foundational Skills</i>
1.2.SE.1.d	consonant blends	<i>Standard not addressed at this level of Ready Reading.</i>
1.2.SE.1.e	Vce	<i>Standard not addressed at this level of Ready Reading.</i>



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<b>Fluency:</b> Students will read grade-level text smoothly and accurately, with appropriate expression.		
1.2.F.1	Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	<i>Standard addressed throughout all lessons' <b>Read Alouds and Tier Two Vocabulary Activities.</b></i>
1.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	<i>Standard addressed throughout all lessons' <b>Read Alouds and Close Reading Activities.</b></i>
<b>Standard 2: Reading and Writing Process:</b> Students will use a variety of recursive reading and writing processes.		
<b>Reading:</b> Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.		
1.2.R.1	Students will identify the topic or main idea with some supporting details of a text.	<p><b>Lesson 1:</b> Asking Questions; <b>Lesson 2:</b> Describing Characters; <b>Lesson 4:</b> Describing Events; <b>Lesson 5:</b> Central Message; <b>Lesson 9:</b> Feeling Words; <b>Lesson 6:</b> Asking Questions; <b>Lesson 7:</b> Main Topic; <b>Lesson 8:</b> Describing Connections; <b>Lesson 10:</b> Sensory Words; <b>Lesson 11:</b> Types of Books; <b>Lesson 12:</b> Who Is Telling the Story?; <b>Lesson 13:</b> Finding Word Meanings; <b>Lesson 14:</b> Text Features; <b>Lesson 16:</b> Words and Pictures; <b>Lesson 17:</b> Story Words and Pictures; <b>Lesson 18:</b> Comparing Characters; <b>Lesson 20:</b> Identifying Reasons; <b>Lesson 21:</b> Comparing Two Texts</p> <p><b>Read Aloud Lesson A:</b> The Empty Pot; <b>Read Aloud Lesson B:</b> The Polar Bear Son; <b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother; <b>Read Aloud Lesson D:</b> Mice and Beans; <b>Read Aloud Lesson E:</b> Who Eats What?; <b>Read Aloud Lesson F:</b> Butterflies and Moths; <b>Read Aloud Lesson G:</b> Elizabeth Leads the Way; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel; <b>Read Aloud Lesson I:</b> Earthworms</p>

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1.2.R.2	Students will discriminate between fiction and nonfiction/informational text.	<b>Lesson 11:</b> Types of Books
1.2.R.3	Students will sequence the plot (i.e., beginning, middle, and end) of a story.	<b>Lesson 4:</b> Describing Events  <b>Read Aloud Lesson A:</b> The Empty Pot, <i>Writing Activity</i> ; <b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother; <b>Read Aloud Lesson D:</b> Mice and Beans; <b>Read Aloud Lesson E:</b> Who Eats What?; <b>Read Aloud Lesson G:</b> Elizabeth Leads the Way, <i>Writing Activity</i> ; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel
1.2.R.4	Students will retell facts and details from a nonfiction/informational text.	<b>Lesson 1:</b> Asking Questions; <b>Lesson 2:</b> Describing Characters; <b>Lesson 4:</b> Describing Events; <b>Lesson 5:</b> Central Message; <b>Lesson 7:</b> Main Topic; <b>Lesson 9:</b> Feeling Words; <b>Lesson 10:</b> Sensory Words; <b>Lesson 11:</b> Types of Books; <b>Lesson 12:</b> Who Is Telling the Story?; <b>Lesson 17:</b> Story Words and Pictures; <b>Lesson 18:</b> Comparing Characters  <b>Read Aloud Lesson A:</b> The Empty Pot; <b>Read Aloud Lesson B:</b> The Polar Bear Son; <b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother; <b>Read Aloud Lesson D:</b> Mice and Beans; <b>Read Aloud Lesson E:</b> Who Eats What?; <b>Read Aloud Lesson F:</b> Butterflies and Moths; <b>Read Aloud Lesson G:</b> Elizabeth Leads the Way; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel; <b>Read Aloud Lesson I:</b> Earthworms

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<b>Writing:</b> Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.		
1.2.W.1	Students will develop and edit drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.	<i>Standard addressed throughout all lessons' <b>Read Alouds</b> and <b>Writing Activities</b>.</i>
1.2.W.2	Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences.	<b>Read Aloud Lesson A:</b> The Empty Pot, <i>Writing Activity</i> ; <b>Read Aloud Lesson G:</b> Elizabeth Leads the Way, <i>Writing Activity</i>
1.2.W.3	Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, Irregularly spelled sight words (e.g., the) while editing using resources as needed.	<i>Standard not addressed at this level of Ready Reading.</i>
1.2.W.4	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair).	<i>Standard Addressed throughout all Lesson's <b>Writing Activities</b>.</i>



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<b>Standard 3: Critical Reading and Critical Writing:</b> Students will apply critical thinking skills to reading and writing.		
<b>Reading:</b> 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.		
1.3.R.1	Students will identify the author’s purpose (i.e., tell a story, provide information) with prompting.	<p><b>Lesson 6:</b> Asking Questions; <b>Lesson 7:</b> Main Topic; <b>Lesson 8:</b> Describing Connections; <b>Lesson 11:</b> Types of Books; <b>Lesson 13:</b> Finding Word Meanings; <b>Lesson 14:</b> Text Features; <b>Lesson 16:</b> Words and Pictures; <b>Lesson 20:</b> Identifying Reasons; <b>Lesson 21:</b> Comparing Two Texts</p> <p><b>Read Aloud Lesson E:</b> Who Eats Food? Food Chains and Food Webs; <b>Read Aloud Lesson F:</b> Nic Bishop: Butterflies and Moths; <b>Read Aloud Lesson G:</b> Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote; <b>Read Aloud Lesson I:</b> Earthworms</p> <p><i>For additional content, see Grade 2:</i> <b>Lesson 13:</b> Author's Purpose</p>
1.3.R.2	Students will describe who is telling a story with prompting.	<b>Lesson 12:</b> Who Is Telling the Story? <b>Lesson 19:</b> Words with Pictures

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1.3.R.3	<p>Students will find textual evidence when provided with examples of literary elements:</p> <ul style="list-style-type: none"> <li>● setting, including time and place</li> <li>● main characters and their traits</li> </ul>	<p><b>Lesson 1:</b> Asking Questions; <b>Lesson 2:</b> Describing Characters; <b>Lesson 3:</b> Describing Setting; <b>Lesson 4:</b> Describing Events; <b>Lesson 12:</b> Who Is Telling the Story?; <b>Lesson 17:</b> Story Words and Pictures; <b>Lesson 18:</b> Comparing Characters</p> <p><b>Read Aloud Lesson B:</b> The Polar Bear Son, <i>Close Reading</i>; <b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother, <i>Close Reading</i>; <b>Read Aloud Lesson D:</b> Mice and Beans, <i>Close Reading</i>; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel, <i>Close Reading</i></p>
1.3.R.4	<p>Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.</p>	<p><b>Lesson 1:</b> Asking Questions; <b>Lesson 2:</b> Describing Characters; <b>Lesson 3:</b> Describing Setting; <b>Lesson 4:</b> Describing Events; <b>Lesson 6:</b> Asking Questions; <b>Lesson 7:</b> Main Topic; <b>Lesson 8:</b> Describing Connections; <b>Lesson 13:</b> Finding Word Meanings; <b>Lesson 16:</b> Words and Pictures; <b>Lesson 17:</b> Story Words and Pictures; <b>Lesson 18:</b> Comparing Characters</p> <p><i>Standard addressed throughout all lessons' Read Alouds.</i></p>
1.3.R.5	<p>Students will begin to use details from the text to draw conclusions and make predictions.</p>	<p><b>Lesson 9:</b> Feeling Words; <b>Lesson 13:</b> Finding Word Meanings</p> <p><b>Read Aloud Lesson A:</b> The Empty Pot; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel, <i>Close Reading</i></p>

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1.3.R.6	Students will begin to locate facts that are clearly stated in a text.	<b>Lesson 6:</b> Asking Questions; <b>Lesson 11:</b> Types of Books; <b>Lesson 14:</b> Text Features; <b>Lesson 15:</b> More Text Features; <b>Lesson 19:</b> Words and Pictures  <b>Read Aloud Lesson B:</b> The Polar Bear Son, <i>Writing Activity</i> ; <b>Read Aloud Lesson E:</b> Who Eats What?; <b>Read Aloud Lesson F:</b> Butterflies and Moths; <b>Read Aloud Lesson G:</b> Elizabeth Leads the Way; <b>Read Aloud Lesson I:</b> Earthworms
<b>Writing:</b> Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.		
1.3.W.1	Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with prompting.	<b>Read Aloud Lesson A:</b> The Empty Pot, <i>Writing Activity</i> ; <b>Read Aloud Lesson G:</b> Elizabeth Leads the Way, <i>Writing Activity</i>
1.3.W.2	Students will begin to write facts about a topic in response to a text read aloud to demonstrate understanding with prompting.	<b>Read Aloud Lesson F:</b> Butterflies and Moths, <i>Writing Activity</i> ; <b>Read Aloud Lesson I:</b> Earthworms, <i>Writing Activity</i>
1.3.W.3	Students will write an opinion about a topic and provide a reason to support the opinion with prompting.	<b>Read Aloud Lesson D:</b> Mice and Beans, <i>Writing Activity</i> ; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel, <i>Writing Activity</i>
<b>Standard 4: Vocabulary:</b> Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.		
<b>Reading:</b> Students will expand their grade-level vocabularies through reading, word study, and class discussion.		
1.4.R.1		<b>Lesson 13:</b> Finding Word Meanings  <b>TRB Only:</b> <b>Lesson 9:</b> Feeling Words, <i>Differentiated Instruction</i> ; <b>Lesson 10:</b> Sensory Words, <i>Differentiated Instruction</i>

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1.4.R.2	Students will begin to use context clues to determine the meaning of words with prompting.	<p><b>Lesson 3:</b> Describing Setting</p> <p><b>Read Aloud Lesson A:</b> The Empty Pot, <i>Tier Two Vocabulary</i>; <b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother; <b>Read Aloud Lesson D:</b> Mice and Beans; <b>Read Aloud Lesson E:</b> Who Eats What? Food Chains and Food Webs; <b>Read Aloud Lesson F:</b> Nic Bishop: Butterflies and Moths; <b>Read Aloud Lesson G:</b> Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel; <b>Read Aloud Lesson I:</b> Earthworms</p>
1.4.R.3	Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting.	<p><b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother, <i>ELL Support: Comparing Words</i></p>
1.4.R.4	Students will begin to use grade-appropriate resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.	<p><b>Ready Reading:</b></p> <p><b>Lesson 14:</b> Text Features</p> <p><b>For related content, see Grade 2:</b></p> <p><b>Lesson 10:</b> Unfamiliar Words; <b>Lesson 12:</b> Text Features, Part 2 (Glossaries, Indexes, Tables of Contents); <b>Lesson 17:</b> Point of View</p> <p><b>TRB Only:</b></p> <p><b>Lesson 2:</b> Finding the Main Topic, <i>Word Learning Strategy</i>; <b>Lesson 4:</b> Describing Connections Between Scientific Ideas, <i>Word Learning Strategy</i>; <b>Lesson 19:</b> Describing How Authors Use Reasons to Support Their Ideas, <i>Word Learning Strategy</i></p> <p><b>Language Handbook:</b></p> <p><b>Lesson 16:</b> Using a Dictionary to Check Spelling; <b>Lesson 22:</b> Using a Dictionary; <b>Lesson 23:</b> Using a Glossary</p>

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1.4.R.5	Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	<i>Standard addressed throughout all lessons' <b>Read Alouds</b> and <b>Tier Two Vocabulary Activities</b>.</i>
<b>Writing:</b> Students will apply knowledge of vocabulary to speak and write effectively.		
1.4.W.1	Students will use grade-level vocabulary to communicate ideas through speaking and writing.	<i>Standard addressed throughout all Grade 1 Ready Reading lessons.</i>
1.4.W.2	Students will use appropriate language according to purpose in speaking and writing with prompting.	<i>Standard Addressed throughout all Lesson's <b>Writing</b> and <b>Speaking Activities</b>.</i>
<b>Standard 5: Language:</b> Students will expand and apply knowledge of grammar, mechanics, and style to comprehend texts and communicate effectively.		
<b>Reading:</b> Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.		
1.5.R.1	Students will recognize simple sentences.	<i>Standard addressed throughout all lessons' <b>Language Activities</b>.</i>

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1.5.R.2	<p>Students will recognize:</p> <ul style="list-style-type: none"> <li>● nouns as concrete objects (i.e., people, persons, places, and things) and regular plural nouns</li> <li>● verbs as actions</li> <li>● singular and plural nouns with correct verbs in simple sentences (e.g., He sits.)</li> <li>● color, size, and number adjectives</li> <li>● prepositions (e.g., The dog is on top of the doghouse)</li> <li>● the pronouns I, me, you, and we</li> <li>● the conjunctions and, or, and but</li> <li>● the adverbs too and very</li> </ul>	<p><b>Read Aloud Lesson B:</b> The Polar Bear Son; <b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother; <b>Read Aloud Lesson D:</b> Mice and Beans; <b>Read Aloud Lesson F:</b> Nic Bishop: Butterflies and Moths; <b>Read Aloud Lesson I:</b> Earthworms</p> <p><i>For additional content, see Grade K:</i>  <b>Read Aloud Lesson A:</b> Jamaica's Blue Marker; <b>Read Aloud Lesson C:</b> Chrysanthemum, <i>Language Activity</i>; <b>Read Aloud Lesson D:</b> Stone Soup, <i>Language Activity</i>; <b>Read Aloud Lesson E:</b> Why Mosquitoes Buzz in People's Ears, <i>Language Activity</i></p> <p><i>For additional content, see Grade 2 :</i>  <b>Language Handbook:</b>  <b>Lesson 2:</b> Plural Nouns; <b>Lesson 3:</b> Collective Nouns; <b>Lesson 8:</b> Adjectives and Adverbs; <b>Lesson 10:</b> Simple and Compound Sentences; <b>Lesson 14:</b> Adjectives and Adverbs; <b>Lesson 26:</b> Using Adjectives and Adverbs to Describe</p>
<p><b>Writing:</b> Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>		
1.5.W.1	<p>Students will use independent clauses to compose simple sentences that begin with a capital letter and conclude with an end mark.</p>	<p><b>Lesson 1:</b> Asking Questions; <b>Lesson 2:</b> Describing Characters; <b>Lesson 3:</b> Describing Setting</p> <p><b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother, <i>Writing Activity</i>; <b>Read Aloud Lesson D:</b> Mice and Beans, <i>Writing Activity</i></p>



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1.5.W.2	Students will use nouns, verbs, and adjectives to add clarity and variety to their writing	<b>Read Aloud Lesson A:</b> The Empty Pot, <i>Language Activity</i> ; <b>Read Aloud Lesson D:</b> Mice and Beans, <i>Language Activity</i> ; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel, <i>Language Activity</i>
1.5.W.3	Students will capitalize: <ul style="list-style-type: none"> <li>● the first letter of a sentence</li> <li>● proper names</li> <li>● months and days of the week</li> </ul>	<p><b>Lesson 1:</b> Asking Questions; <b>Lesson 2:</b> Describing Characters; <b>Lesson 3:</b> Describing Setting; <b>Lesson 4:</b> Describing Events; <b>Lesson 5:</b> Central Message; <b>Lesson 6:</b> Asking Questions; <b>Lesson 7:</b> Main Topic; <b>Lesson 8:</b> Describing Connections; <b>Lesson 9:</b> Feeling Words; <b>Lesson 10:</b> Sensory Words; <b>Lesson 12:</b> Who Is Telling the Story?; <b>Lesson 13:</b> Finding Word Meanings; <b>Lesson 14:</b> Text Features; <b>Lesson 15:</b> More Text Features; <b>Lesson 17:</b> Story Words and Pictures; <b>Lesson 18:</b> Comparing Characters; <b>Lesson 19:</b> Words with Pictures; <b>Lesson 20:</b> Identifying Reasons; <b>Lesson 21:</b> Comparing Two Texts</p> <p><b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother; <b>Read Aloud Lesson E:</b> Who Eats What? Food Chains and Food Webs; <b>Read Aloud Lesson H:</b> Mike Mulligan and His Steam Shovel; <b>Read Aloud Lesson F:</b> Butterflies and Moths; <b>Read Aloud Lesson G:</b> Elizabeth Leads the Way</p>

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1.5.W.4	Students will use periods, question marks, and exclamation points.	<p><b>Lesson 1:</b> Asking Questions; <b>Lesson 2:</b> Describing Characters; <b>Lesson 3:</b> Describing Setting; <b>Lesson 4:</b> Describing Events; <b>Lesson 5:</b> Central Message; <b>Lesson 6:</b> Asking Questions; <b>Lesson 7:</b> Main Topic; <b>Lesson 8:</b> Describing Connections; <b>Lesson 9:</b> Feeling Words; <b>Lesson 10:</b> Sensory Words; <b>Lesson 12:</b> Who Is Telling the Story?; <b>Lesson 13:</b> Finding Word Meanings; <b>Lesson 14:</b> Text Features; <b>Lesson 15:</b> More Text Features; <b>Lesson 17:</b> Story Words and Pictures; <b>Lesson 18:</b> Comparing Characters; <b>Lesson 19:</b> Words with Pictures; <b>Lesson 20:</b> Identifying Reasons; <b>Lesson 21:</b> Comparing Two Texts</p> <p><b>Read Aloud Lesson C:</b> My Rotten Redheaded Older Brother; <b>Read Aloud Lesson E:</b> Who Eats What?; <b>Read Aloud Lesson F:</b> Butterflies and Moths; <b>Read Aloud Lesson G:</b> Elizabeth Leads the Way</p>
<b>Standard 6:</b> Research: Students will engage in inquiry to acquire, refine, and communicate accurate information.		
<b>Reading:</b> Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.		
1.6.R.1	Students will identify who can answer questions about their topic or what resources they will need to find the information.	<p><i>For related content, see:</i></p> <p><b>Read Aloud Lesson B:</b> The Polar Bear Son, <i>Writing Activity</i></p>
1.6.R.2	Students will identify graphic and text features to understand text: <ul style="list-style-type: none"> <li>● photos</li> <li>● illustrations</li> <li>● titles</li> <li>● labels</li> <li>● headings</li> <li>● charts</li> <li>● graphs</li> </ul>	<p><b>Lesson 6:</b> Asking Questions; <b>Lesson 11:</b> Types of Books; <b>Lesson 14:</b> Text Features; <b>Lesson 15:</b> More Text Features; <b>Lesson 19:</b> Words with Pictures</p> <p><b>Read Aloud Lesson F:</b> Butterflies and Moths, <i>Close Reading</i>; <b>Read Aloud Lesson G:</b> Elizabeth Leads the Way, <i>Close Reading</i></p>

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1.6.R.3	Students will identify the location and purpose of the table of contents and glossary.	<b>Lesson 14:</b> Text Features; <b>Lesson 15:</b> More Text Features  <b>Read Aloud Lesson F:</b> Butterflies and Moths
<b>Writing:</b> Students will synthesize information ethically through speaking and writing.		
1.6.W.1	Students will generate questions about topics of interest.	<i>Standard not addressed at this level of Ready Reading.</i>
1.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids with prompting.	<b>Read Aloud Lesson B:</b> The Polar Bear Son, <i>Writing Activity</i>
1.6.W.3	Students will share relevant information for appropriate purposes.	<i>Standard addressed throughout all Grade 1 Ready Reading lessons.</i>
<b>Standard 7: Multimodal Literacies:</b> Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.		
<b>Reading:</b> Students will comprehend and evaluate multimodal content.		
1.7.R	Students will explore and compare ideas and topics in multimodal content.	<i>Standard addressed throughout all lessons' Read Alouds, and Speaking and Listening Activities.</i>
<b>Writing:</b> Students will create multimodal content to communicate effectively.		
1.7.W	Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.	<i>Standard addressed throughout all Lessons' Read Alouds .</i>

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<b>Standard 8: Independent Reading &amp; Writing:</b> Students will read and write independently for a variety of purposes and periods of time.		
<b>Reading:</b> Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.		
1.8.R	Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.	<i>Standard not addressed at this level of Ready Reading.</i>
<b>Writing:</b> Students will write independently, intentionally selecting modes, purposes, and audiences.		
1.8.W	Students will write independently through a combination of emergent and conventional writing with prompting.	<i>Standard addressed throughout Student Workbook as part of all lessons' <b>Writing objectives.</b></i>