Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Second Grade Reading OAS Objectives**

**Standard Based Report Card**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

P = Proficient B = Basic BB = Below Basic

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| **OAS****Obj.#** | **OAS Objective Description** | **Nine Weeks** |
| **1** | **2** | **3** | **4** |
| 2.2.PWS.1.a | Students will decode one- and two- syllable words by using their knowledge of: single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem,goat]). |  |  |  |  |
| 2.2.PWS.1.b | Students will decode one- and two- syllable words by using their knowledge of: consonant blends (e.g., bl, br, cr). |  |  |  |  |
| 2.2.PWS.1.c | Students will decode one- and two- syllable words by using their knowledge of: consonant digraphs and trigraphs (e.g., sh-, -tch). |  |  |  |  |
| 2.2.PWS.1.d | Students will decode one- and two- syllable words by using their knowledge of: vowel sounds: long vowels and short vowels. |  |  |  |  |
| 2.2.PWS.1.e | Students will decode one- and two- syllable words by using their knowledge of: vowel sounds: “r” controlled vowels (e.g., ar, er, ir or, ur). |  |  |  |  |
| 2.2.PWS.1.f | Students will decode one- and two- syllable words by using their knowledge of: vowel spelling patterns: vowel digraphs (e.g., ea, oa, ee). |  |  |  |  |
| 2.2.PWS.1.g | Students will decode one- and two- syllable words by using their knowledge of: vowel spelling patterns: vowel-consonant-silent-e (e.g., lake). |  |  |  |  |
| 2.2.PWS.1.h | Students will decode one- and two- syllable words by using their knowledge of: vowel spelling patterns: vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy). |  |  |  |  |
| 2.2.PWS.2.a | Students will decode words by applying knowledge of structural analysis: all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled). |  |  |  |  |
| 2.2.PWS.2.b | Students will decode words by applying knowledge of structural analysis: inflectional endings (e.g., -s, -ed, -ing). |  |  |  |  |
| 2.2.PWS.2.c | Students will decode words by applying knowledge of structural analysis: compound words. |  |  |  |  |
| 2.2.PWS.2.d | Students will decode words by applying knowledge of structural analysis: contractions. |  |  |  |  |
| 2.2.PWS.2.e | Students will decode words by applying knowledge of structural analysis: abbreviations. |  |  |  |  |
| 2.2.PWS.2.f | Students will decode words by applying knowledge of structural analysis: common roots and related prefixes and suffixes. |  |  |  |  |
| 2.2.PWS.3 | Students will read words in common word families (e.g., -ight, -ink, -ine, ow). |  |  |  |  |
| 2.2.R.1 | Students will locate the main idea and supporting details of a text. |  |  |  |  |
| 2.2.R.2 | Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres. |  |  |  |  |
| 2.2.R.3 | Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text. |  |  |  |  |
| 2.3.R.1 | Students will determine the author’s purpose (i.e., tell a story, provide information). |  |  |  |  |
| 2.3.R.2 | Students will infer whether a story is narrated in first or third person point of view ingrade-level literary and/or informational text. |  |  |  |  |
| 2.3.R.3 | Students will find textual evidence when provided with examples of literary elementsand organization: setting (i.e., time, place), plot, characters, characterization. |  |  |  |  |
| 2.3.R.4 | Students will find examples of literary devices: simile, metaphor. |  |  |  |  |
| 2.3.R.5 | Students will locate facts that are clearly stated in a text. |  |  |  |  |
| 2.3.R.6 | Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support. |  |  |  |  |
| 2.3.R.7 | Students will ask and answer inferential questions (e.g., how and why) using the text to support answers with guidance and support. |  |  |  |  |
| 2.4.R.1 | Students will acquire new academic, content-specific, grade-level vocabulary, relatenew words to prior knowledge, and apply vocabulary in new situations. |  |  |  |  |
| 2.4.R.2 | Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words. |  |  |  |  |
| 2.4.R.3 | Students will use context clues to determine the meaning of words with guidance andsupport. |  |  |  |  |
| 2.4.R.4 | Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words. |  |  |  |  |
| 2.4.R.5 | Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases. |  |  |  |  |
| 2.5.R.1 | Students will recognize nouns, pronouns, and irregular plural nouns. |  |  |  |  |
| 2.5.R.2 | Students will recognize different types and tenses of verbs. |  |  |  |  |
| 2.5.R.3 | Students will recognize adjectives. |  |  |  |  |
| 2.5.R.4 | Students will recognize prepositions |  |  |  |  |
| 2.5.R.5 | Students will recognize the subject and predicate of a sentence. |  |  |  |  |
| 2.6.R.1 | Students will create their own questions to find information on their topic. |  |  |  |  |
| 2.6.R.2 | Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text. |  |  |  |  |
| 2.6.R.3 | Students will consult various visual and text reference sources to gather information. |  |  |  |  |

● Unmarked boxes in the table are objectives that had not been assessed as of report date.