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

**First Grade Reading OAS Objectives**

**Standard Based Report Card**

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

P = Proficient B = Basic BB = Below Basic

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| **OAS**  **Obj.#** | **Oklahoma Academic Standards (OAS) Objective Description** | **Nine Weeks** | | | |
| **1** | **2** | **3** | **4** |
| 1.2.PA.1 | Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat). |  |  |  |  |
| 1.2.PA.2 | Students will differentiate short from long vowel sounds in one syllable words. |  |  |  |  |
| 1.2.PA.3 | Students will isolate and pronounce initial, medial, and final sounds in spoken words. |  |  |  |  |
| 1.2.PA.4 | Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string). |  |  |  |  |
| 1.2.PA.5 | Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/). |  |  |  |  |
| 1.2.PA.6 | Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’). |  |  |  |  |
| 1.2.PWS.1.a | Students will decode phonetically regular words by using their knowledge of: single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/). |  |  |  |  |
| 1.2.PWS.1.b | Students will decode phonetically regular words by using their knowledge of: consonant blends (e.g., bl, br, cr). |  |  |  |  |
| 1.2.PWS.1.c | Students will decode phonetically regular words by using their knowledge of: consonant digraphs and trigraphs (e.g., sh-, -tch). |  |  |  |  |
| 1.2.PWS.1.d | Students will decode phonetically regular words by using their knowledge of: vowel sounds: long vowels and short vowels. |  |  |  |  |
| 1.2.PWS.1.e | Students will decode phonetically regular words by using their knowledge of: r-controlled vowels (e.g., ar, er, ir or, ur). |  |  |  |  |
| 1.2.PWS.1.f | Students will decode phonetically regular words by using their knowledge of: vowel spelling patterns: vowel digraphs (e.g., ea, oa, ee). |  |  |  |  |
| 1.2.PWS.1.g | Students will decode phonetically regular words by using their knowledge of: vowel spelling patterns: vowel-consonant-silent-e (e.g., lake). |  |  |  |  |
| 1.2.PWS.2.a | Students will decode words by applying knowledge of structural analysis: most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled) |  |  |  |  |
| 1.2.PWS.2.b | Students will decode words by applying knowledge of structural analysis: inflectional endings (e.g., -s, -ed, -ing). |  |  |  |  |
| 1.2.PWS.2.c | Students will decode words by applying knowledge of structural analysis: compound words. |  |  |  |  |
| 1.2.PWS.2.d | Students will decode words by applying knowledge of structural analysis: contractions. |  |  |  |  |
| 1.2.PWS.3 | Students will read words in common word families (e.g., -at, -ab, -am, -in). |  |  |  |  |
| 1.2.R.1 | Students will retell or reenact major events in a text, focusing on important details to  recognize the main idea. |  |  |  |  |
| 1.2.R.2 | Students will discriminate between fiction and nonfiction/informational text. |  |  |  |  |
| 1.2.R.3 | Students will sequence the events/plot (i.e., beginning, middle, and end) of a story  or text. |  |  |  |  |
| 1.3.R.1 | Students will identify the author’s purpose (i.e., tell a story, provide information) with guidance and support. |  |  |  |  |
| 1.3.R.2 | Students will describe who is telling the story (i.e., point of view). |  |  |  |  |
| 1.3.R.3 | Students will find textual evidence when provided with examples of literary elements  and organization: setting (i.e., time, place), plot, main characters and their traits in a story. |  |  |  |  |
| 1.3.R.4 | Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts. |  |  |  |  |
| 1.3.R.5 | Students will begin to locate facts that are clearly stated in a text. |  |  |  |  |
| 1.4.R.1 | Students will acquire new academic, content-specific, grade-level vocabulary, relate  new words to prior knowledge, and apply vocabulary in new situations. |  |  |  |  |
| 1.4.R.2 | Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support. |  |  |  |  |
| 1.4.R.3 | Students will use context clues to determine the meaning of words with guidance and  support. |  |  |  |  |
| 1.4.R.4 | Students will name and sort words into categories based on common attributes. |  |  |  |  |
| 1.4.R.5 | Students will use a dictionary (print and/or electronic) to find words. |  |  |  |  |
| 1.5.R.1 | Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun “I.” |  |  |  |  |
| 1.5.R.2 | Students will recognize verbs as actions. |  |  |  |  |
| 1.5.R.3 | Students will recognize color and number adjectives. |  |  |  |  |
| 1.5.R.4 | Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement. |  |  |  |  |
| 1.5.R.5 | Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit). |  |  |  |  |
| 1.6.R.1 | Students will decide who can answer questions about their topic or what resources they will need to find the information. |  |  |  |  |
| 1.6.R.2 | Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text. |  |  |  |  |
| 1.6.R.3 | Students will identify the location and purpose of various visual and text reference sources. |  |  |  |  |

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