

**OASIS Grade 1**  
**Check Lists of Target Based Learning Activities**  
 English Language Arts, Math, Fine Arts, Fitness/Health  
 (Social Studies and Science are in separate documents on the OASIS web site.)

**Learning Targets are grouped in topics, not in order of mastery.**

**English Language Arts**  
**Grade 1**

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key:          ■ These items are Learning Standards          → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p><b>Foundational Reading</b>  <b>Print Standards.</b>          ■ Demonstrate understanding of basic print features.          → Recognize features of a sentence (e.g., first word, capitalization, ending punctuation)</p> <p><b>Phonological Awareness</b>          ■ Demonstrate understanding of spoken words, syllables and sounds.          → Recognize long and short vowel sounds in spoken single-syllable words          → Recognize and pronounce initial, middle vowel, and final sounds (consonant-vowel-consonant patterns)          → Pronounce single-syllable words by blending letter sounds</p> <p><b>Phonics and Word Recognition</b>          ■ Know and apply grade level phonics and word analysis skills.          → Know the spelling-sound for common digraphs (e.g. <i>ph, ch, sh, th, wh</i>)          → Decode regularly spelled one-syllable words          → Know final “e” and other vowel combinations for long vowel sounds          → Decode two-syllable words, using knowledge of syllables          → Read grade level irregularly spelled words</p> <p><b>Fluency</b>          ■ Read grade level texts with accuracy and fluency to demonstrate comprehension.          → Read grade level text orally with accuracy, appropriate rate and expression          → Use context to confirm or self-correct word recognition and understanding</p>
	<p><b>Literature Reading (Fiction)</b>  <b>Key Ideas and Details</b>          ■ Gather key ideas and details from a variety of grade level texts          → Ask and answer questions about key details in a text          → Retell stories with key details and understanding of central message or lesson          → Describe characters, settings and major events in a story</p> <p><b>Craft and Structure</b>          ■ Analyze the structure of texts including word meaning and author’s purpose          → Identify words and phrases in text that describe feelings or use of the senses          → Using specific books as reference, describe major differences between fiction and non-fiction          → Identify who is telling the story</p> <p><b>Integration of Knowledge and Ideas</b>          → Use illustrations and details from a story to describe characters, setting, and events          → Compare and contrast adventures and experiences of characters</p> <p><b>Range of Reading and Level of Text Complexity</b>          ■ Read and comprehend grade-level literary and informational text independently          → With prompting and support, read prose and poetry appropriate for 1<sup>st</sup> grade</p>

	<p><b>Informational Reading (Non-Fiction)</b>  <b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>■ Gather key ideas and details from a variety of grade level texts</li> <li>→ Ask and answer questions about key details in a text</li> <li>→ Identify main topic and retell key details of a text</li> <li>→ Describe connections between two people, events, ideas, or pieces of information in a text</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>■ Analyze the structure of texts including word meaning and author’s purpose</li> <li>→ Ask and answer questions to determine or clarify the meaning of words or phrases in a text</li> <li>→ Know and use a variety of text structures (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate information in a text</li> <li>→ Note the differences between information provided by pictures or illustrations and information provided by words in a text</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>■ Compare and contrast content from various sources on the same topic</li> <li>→ Use illustrations and text details to describe key ideas</li> <li>→ Identify reasons the author gives to support points in a text</li> <li>→ Note basic similarities and differences between two texts on the same topic</li> </ul> <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>■ Read and comprehend grade-level literary and informational text independently</li> <li>→ With prompting and support, read informational texts appropriate for 1<sup>st</sup> grade</li> </ul>
	<p><b>Writing</b>  <b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>■ Compose and write clearly and effectively at grade-level in a variety of forms, for a variety of purposes</li> <li>→ Compose and write with topic introduction, state an opinion with a reason for the opinion, provide a closure</li> <li>→ Compose and write to inform or explain: name a topic, supply some facts and a closure</li> <li>→ Compose and write narratives (e.g. stories, descriptions) with two or more sequenced events, a few details about what happened, and a closure</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>■ Plan, revise, edit, rewrite, produce final copy and publish or present written compositions</li> </ul> <p><b>With guidance and support:</b></p> <ul style="list-style-type: none"> <li>→ Focus on a topic, respond to questions and suggestions from peers, add details if needed</li> <li>→ Use a variety of digital tools to produce and publish writing, collaborate with peers</li> </ul> <p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>■ Research to gather information and build knowledge, and assess sources for credibility</li> <li>→ Work with others to research and write (e.g. explore several “how to” books on a topic and then write a sequence of instructions)</li> <li>→ With guidance and support, recall information from experiences or gather information from sources to answer a question</li> </ul>
	<p><b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b></p> <ul style="list-style-type: none"> <li>■ Prepare for and participate in a range of conversations; build on others’ ideas and express own clearly and accurately</li> <li>→ Participate in conversations with peers and adults about first grade topics and texts, through multiple exchanges, following agreed upon rules for discussions (e.g. listening to others, taking turns)</li> <li>→ Ask and answer questions about key details in a text (read aloud or from other media), about what a speaker says, and to clarify information or directions</li> </ul>

	<p>Language</p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> <li>■ Demonstrate grade-level appropriate use of standard English grammar and usage</li> <li>→ Print upper and lower case letters</li> <li>→ Use common, proper and plural nouns and pronouns with matching verbs</li> <li>→ Use appropriate verb tense</li> <li>→ Use frequently occurring adjectives, conjunctions, articles, and prepositions appropriately</li> <li>→ Compose simple, compound, declarative, interrogative, imperative and exclamatory sentences</li> <li>→ Capitalize dates, names of people</li> <li>→ Use end punctuation, commas in dates and series</li> <li>→ Accurately spell words with common spelling patterns and frequently used sight words</li> </ul> <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> <li>■ Develop strategies for learning the meaning of new vocabulary words and figurative language</li> <li>→ With guidance and support, demonstrate appropriate use of word relationships and nuances of meaning</li> <li>→ Sort word cards into categories</li> <li>→ Make real-life connections to descriptive words (e.g. cozy, gracious, disagreeable)</li> <li>→ Act out subtle differences in meaning (e.g. look, peek, glance, stare)</li> <li>→ Use words and phrases discovered in conversations, reading, being read to, and responding to text</li> </ul>
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**Mathematics**  
**Grade 1**

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key:</p> <ul style="list-style-type: none"> <li>■ These items are Learning Standards</li> <li>→ These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</li> </ul>
	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>■ Represent and solve problems with addition and subtraction</li> <li>→ Solve word problems within 20, using addition and subtraction (using words like put together, take apart, compare) with objects, drawings, and written numbers and symbols</li> <li>→ Solve word problems that add three whole numbers within 20, using objects, drawings, and written numbers and symbols</li> </ul> <ul style="list-style-type: none"> <li>■ Understand properties, and the relationship between addition and subtraction</li> <li>→ Use the commutative property of addition as a strategy: <math>5+7=11</math> and <math>7+5=11</math>.</li> <li>→ Use the associative property of addition as a strategy: in <math>2+6+4</math> group <math>6+4</math> to make 10, then add 2.</li> <li>→ Work subtraction problems as an unknown addend: <math>10-8</math> means to find the number that makes 10 when added to 8</li> </ul> <ul style="list-style-type: none"> <li>■ Add and subtract within 20</li> <li>→ Count forward and backward to add and subtract (with objects, fingers and mentally)</li> <li>→ Use strategies to add and subtract. Counting on, making 10 (<math>8+6 = 8+4+2 = 10+4 = 14</math>), family of facts (<math>8+4 = 12</math>, so <math>12-4 = 8</math>), etc.</li> </ul> <ul style="list-style-type: none"> <li>■ Work with addition and subtraction problems</li> <li>→ Decide if equations are true or false (e.g. true or false? <math>7 = 8-1</math>; <math>4 + 1 = 5 + 2</math>)</li> <li>→ Find the unknown number in an addition or subtraction equation (e.g. <math>8 + ? = 11</math>)</li> </ul>

	<p><b>Number and Operations in Base Ten</b></p> <ul style="list-style-type: none"> <li>■ Extend counting sequence <ul style="list-style-type: none"> <li>→ Count to 120, starting at any number less than 120</li> </ul> </li> <li>■ Understand Place Value <ul style="list-style-type: none"> <li>→ Describe how the two digits of a two-digit number represent amounts of tens and ones.</li> <li>→ Compare two-digit numbers with <math>&gt;</math>, <math>&lt;</math>, and <math>=</math>.</li> </ul> </li> <li>■ Use place value and properties of addition and subtraction to add and subtract <ul style="list-style-type: none"> <li>→ Add within 100, using concrete models, drawings, strategies</li> <li>→ With a two-digit number, mentally find 10 more or 10 less, explain the reasoning used</li> <li>→ Subtract multiples of 10 (between 10-90), with concrete models, drawings, or strategies and explain the reasoning used</li> </ul> </li> </ul>
	<p><b>Measurement and Data</b></p> <ul style="list-style-type: none"> <li>■ Measure lengths indirectly <ul style="list-style-type: none"> <li>→ Order three objects by length, compare two of the objects by using the third object</li> <li>→ Measure longer objects with shorter objects (e.g. measure a desk top by finding out how many sheets of writing paper fit across the top with no gaps or overlaps)</li> </ul> </li> <li>■ Tell and Write Time <ul style="list-style-type: none"> <li>→ Tell and write time in hours and half-hours using analog and digital clocks</li> </ul> </li> <li>■ Represent and interpret data <ul style="list-style-type: none"> <li>→ Gather data. For example, ask 10 people to choose their favorite ice cream from a list (chocolate, vanilla strawberry).</li> <li>→ Organize data. On a chart, write the number of students who chose each flavor.</li> <li>→ Interpret data by asking and answering questions. How many total answers are there? Which flavor has the most? Which the fewest? Which flavor seems to be the most popular?</li> </ul> </li> </ul>
	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>■ Reason with shapes and attributes <ul style="list-style-type: none"> <li>→ Name and differentiate between defining attributes (e.g. triangles are closed, three sided) and non-defining attributes (e.g. size, color); build and draw shapes with defining attributes</li> <li>→ Use two- or three-dimensional shapes to create a composite shape. Use rectangles, squares, trapezoids, triangles, half-circles, quarter circles, or cubes, rectangular prisms, circular cones, cylinders. For example, work with tangrams, make something with pattern blocks of various shapes</li> <li>→ Partition circles and rectangles into two and four equal shares, use words like halves, fourths, and quarters. For example, make pizzas and divide them into "equal shares".</li> </ul> </li> </ul>

**Fine Arts  
Grade 1**

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key:          ■ These items are Learning Standards          → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Knowledge and Skills:          → Learn and use art concepts, vocabulary, skills, and techniques in dance, music, theater and visual arts          → Examine, create and experience a variety of genres of various artists, cultures and times          → Practice appropriate audience behaviors in a variety of arts settings and performances</p>
	<p>Creating, Performing/Presenting and Responding:          → Use the creative process (e.g. identify audience and purpose, gather information from various sources, use elements and skills of the arts) in a creative work          → Self-evaluate and improve as needed; present work in a performance or exhibition; reflect upon work and/or performance and set goals for improvement          → Respond to an arts exhibit or performance; describe what was seen, felt and/or heard; analyze the use of elements and skills; interpret meaning; evaluate using evidence and aesthetic criteria</p>
	<p>Communicate Through the Arts:          → Present ideas and express feelings through a variety of artistic genres and styles in dance, music, theater and visual arts          → Create and/or perform an artwork to communicate for a given purpose in dance, music, theatre, and visual arts</p>
	<p>Connecting the Arts to Content, Life, Cultures, Work:          → Apply art skills, concepts, and vocabulary common among and between the arts and other content areas          → Share and apply how the arts impact personal and community choices          → Compare and share how artistic presentations and performances reflect cultures and traditions          → Identify how arts knowledge, skills and work habits are needed and used in the world of work</p>

**Health and Fitness  
Grade 1**

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key:          ■ These items are Learning Standards          → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Physical Fitness:          → Demonstrate motor and movement skills (e.g. walk, jog, run, jump, hop, leap, gallop, slide, skip, bend, twist, stretch, push, pull, turn, swing, sway, rock, balance, roll, bounce, toss, throw, catch/receive, strike, kick, punt) alone and/or with a partner          → Demonstrate simple sequence (e.g. crabwalk, stork stand, and bear walk)          → Perform rhythmic patterns (e.g. cultural dances, rhythm sticks)          → Use movement concepts (e.g. personal space, pathways for moving safely, levels, direction)          → Play safe (e.g. use equipment as instructed, watch out for others in group games)          → Know basic game rules          → Recognize physical changes during activity (e.g. increased pulse), muscle strength and endurance, flexibility          → Use basic vocabulary of fitness (e.g. agility, balance, coordination, strength, reaction time, speed)          → Explain that food provides energy for the body</p>
	<p>Health and Safety:          → Understand feeling well and not          → Recognize basic function of muscular system, heart and lungs, five sensory organs          → Recognize symptoms of a cold and how germs are transmitted; know who to talk to when not feeling well; identify allergy symptoms          → Describe risky situations (e.g. walking alone in the dark); recognize unwanted touch          → Explain that household poisons belong in locked cabinet; know when to call 911          → Describe ways to manage stress (e.g. what to do if a friend doesn't want to play anymore)</p>
	<p>Health and Fitness in Daily Life:          → Understand how a family can help each other make healthy food and exercise choices          → Identify reliable sources of health and fitness information (e.g. parent, doctor, teacher)          → Understand respect can decrease conflict          → Give examples of how the body/face shows different emotions (e.g. eyebrows up means surprise); brainstorm options for making responsible choices          → Report safety risks immediately to trusted adult</p>
	<p>Plan for Health and Fitness:          → Describe and practice daily activities that lead to healthy living (e.g. stretch in the morning so muscles move better)</p>