

OASIS Grade 2 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 2

Use this column to track student progress toward Learning Targets and make notes.	<p>Symbol Key:</p> <ul style="list-style-type: none"> ■ 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>Foundational Reading</p> <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> ■ Demonstrate understanding of spoken words, syllables and sounds. → Recognize long and short vowels when reading single-syllable words → Know spelling-sound correspondence for common vowel sounds → Decode regularly spelled two-syllable words with long vowels, prefixes and suffixes → Identify words with inconsistent spelling-sound correspondence → Read grade level irregularly spelled words <p>Fluency</p> <ul style="list-style-type: none"> ■ Read grade level texts with purpose and understanding. → Read grade level text orally with accuracy, appropriate rate and expression → Use context to confirm or self-correct word recognition and understanding
	<p>Literature Reading (Fiction)</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> ■ Gather key ideas and details from a variety of grade level texts → Ask and answer questions with <i>who, what, where, when, why, how</i> to demonstrate understanding of key details in a text → Recount stories and determine their central message, lesson or moral → Describe how characters in a story respond to major events and challenges <p>Craft and Structure</p> <ul style="list-style-type: none"> ■ Analyze the structure of texts including word meaning and author's purpose → Describe how words and phrases give rhythm and meaning in a story, poem, or song (regular beats, alliteration, rhymes, repetition) → Describe how a story's beginning is an introduction and the ending concludes the action → Acknowledge differing point of view of characters by speaking in a different voice for each character when reading aloud <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Compare and contrast content from various sources on the same topic → Use illustrations and details from a story to describe characters, setting, and plot → Compare and contrast two or more versions of the same story (e.g. Cinderella stories from around the world) by different authors and/or from different cultures <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ■ Read and comprehend grade-level literary and informational text independently → By the end of the year, demonstrate the ability to read and comprehend literature (stories, poetry) at the second and beginning third grade level
	<p>Grade Informational Reading (Non-Fiction)</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> ■ Gather key ideas and details from a variety of grade level texts → Ask and answer questions with <i>who, what, where, when, why, how</i> to demonstrate understanding of key details in a text

	<ul style="list-style-type: none"> → Identify main topic of a multi-paragraph text, and the focus of specific paragraphs → Describe connections between historical events, scientific ideas or concepts <p>Craft and Structure</p> <ul style="list-style-type: none"> ■ Analyze the structure of texts including word meaning and author's purpose → Determine the meaning of words and phrases in second grade text from science and social studies topics → Know and use a variety of text structures (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) → Identify main purpose of a text (e.g. authors purpose, to explain, to describe) <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Compare and contrast content from various sources on the same topic → Explain how specific images (e.g. photos, diagrams) contribute to and clarify a text → Describe how reasons support points the author makes in a text → Compare and contrast the most important points from two texts on the same topic <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ■ Read and comprehend grade-level literary and informational text independently → By the end of the year, demonstrate the ability to read and comprehend informational text, including social studies, science and technical texts, at the second and beginning third grade level
	<p>Writing</p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> ■ Compose and write clearly and effectively at grade-level in a variety of forms, for a variety of purposes → Compose and write opinion pieces with topic introduction, state an opinion with reasons for the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, provide a closure → Compose and write to inform or explain; name a topic, use facts and definitions to develop points, provide a closure → Compose and write narratives (e.g. stories, descriptions); recount and elaborate on an event or series of events; include details and descriptions of actions, thoughts, feelings; provide a sense of closure <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> ■ Plan, revise, edit, rewrite, produce final copy and publish or present written compositions <p>With guidance and support:</p> <ul style="list-style-type: none"> → Focus on a topic and strengthen compositions as needed by revising and editing → Use a variety of digital tools to produce and publish writing, collaborate with peers <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> ■ Research to gather information and build knowledge, and assess sources for credibility → Work with others on research and writing projects (e.g. read several books on a single topic to produce a report, record science observations) → Recall information from experiences or gather from provided sources to answer a question
	<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> ■ Prepare for and participate in a range of conversations; build on others' ideas and express own clearly and accurately → Participate in conversations with peers and adults about second grade topics and texts, following agreed upon rules (e.g. taking turns respectfully, listening to others); link own comments to the comments of others; ask for clarification if needed about the discussion topics → Recount or describe key ideas or details from a text read aloud or information presented orally → Ask and answer questions about what a speaker says to clarify understanding or gather additional information

	<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Present information and supporting evidence so that listeners understand the speakers' reasoning; use digital media and visuals as appropriate to enhance understanding → Tell a story or recount an experience with appropriate facts and relevant details, speaking clearly → Create audio or video recordings of stories or poems; add drawings or diagrams to stories to clarify ideas, thoughts and feelings → Speak in complete sentences when appropriate
	<p>Language</p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> ■ Demonstrate grade-level appropriate use of standard English grammar and usage → Use common irregular plural nouns such as <i>feet, children, mice</i> → Use past tense of irregular verbs such as <i>sat, told</i> → Choose appropriate adverbs and adjectives → Produce and expand complete simple and compound sentences → Capitalize holidays, product names and geographic areas → Use commas in letter greetings and closings, apostrophes in contractions and possessives → Use learned spelling patterns in new words → Refer to dictionaries and other sources to check or correct spelling <p>Knowledge of Language</p> <ul style="list-style-type: none"> ■ Use knowledge of language as appropriate for different contexts → Use knowledge of language and conventions when composing, speaking, reading, listening; compare and contrast formal and informal uses of English <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ■ Develop strategies for learning the meaning of new vocabulary words and figurative language → With second grade reading and content, use resources use a variety of strategies to learn the meaning of new words (e.g. sentence context, prefixes and suffixes, root words, separate compound words, glossaries and dictionaries) → Demonstrate understanding of word relationships (e.g. describe words such as foods that are <i>spicy, juicy</i>; use words with shades of meaning such as <i>toss, throw, hurl</i>) → Use words and phrases discovered in conversations, reading, being read to, and responding to text, including adjectives and adverbs to describe

Mathematics
Grade 2

<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>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> ■ Represent and solve addition and subtraction problems → Use addition and subtraction within 100 to solve one- and two-step problems → Solve problems of putting together, taking apart, and comparing with symbols for the unknown number <ul style="list-style-type: none"> ■ Mental addition and subtraction → Within 20, add and subtract using mental strategies → Play with addition and subtraction basic facts (1-9) making tens, breaking apart, and practice mental math; students will then know basic addition and subtraction facts from memory by the end of second grade <ul style="list-style-type: none"> ■ Work with equal groups of objects as a foundation for multiplication → Notice if a group of objects has an odd or even number of objects → Find the total number of objects in rectangular arrays with up to five rows and up to 5 columns and write an equation to express the total as a sum of equal addends
	<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> ■ Understand place value → Explain that the three digits of a three-digit number represent an amount of hundreds, tens, and ones. (e.g. 603 equals 6 tens, 0 hundreds, 3 ones. → Count within 1,000; skip count by 5s, 10s, 100s → Read and write numbers to 1,000 with number names and in expanded form → Compare two three-digit numbers based on meaning of the hundreds, tens and ones, using $>$, $<$, $=$ <ul style="list-style-type: none"> ■ Use place value understanding to add and subtract → Fluently add and subtract within 100 using strategies based on place value, properties of operations, or relationship between addition and subtraction → Add up to four two-digit numbers → Add and subtract within 1,000, using models, drawings and strategies based on place value, properties of operations or relationship between addition and subtraction. Explain why strategies work. → Demonstrate adding and subtraction hundreds and hundreds, tens and tens, ones and ones → Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900
	<p>Measurement and Data</p> <ul style="list-style-type: none"> ■ Measure and estimate lengths in standard units → Use appropriate tools (ruler, yardstick, meter stick, measuring tape) to measure an object → Measure length of an object twice with different tools (e.g. ruler, yardstick); describe how the two measurement numbers each relate to the object's length → Estimate lengths in inches, feet, centimeters, meters → Determine the difference in length of two objects by measuring in standard units <ul style="list-style-type: none"> ■ Relate addition and subtraction to length → Solve word problems involving lengths with addition and subtraction within 100 → Create a number line from 0, with equally spaced points, and represent whole-number sums and differences within 100 on the number line. <ul style="list-style-type: none"> ■ Work with Time and Money → Tell and write time from analog and digital clocks to nearest five minutes, using a.m. and p.m.

	<ul style="list-style-type: none"> → Solve word problems involving dollar bills, quarters, dimes nickels and pennies, using dollar and cent symbols. ■ Represent and interpret data → Gather measurement data by measuring objects of several lengths, to the nearest whole unit, make a line plot with the data and discuss. → Gather up to four categories of data. Draw a picture graph and a bar graph to represent the data. Solve simple addition, subtraction and compare problems using the information on the graphs.
	<p>Geometry</p> <ul style="list-style-type: none"> ■ Reason with shapes and their attributes → Draw and recognize shapes having a specified number of attributes, such as a given number of angles, or faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes → Partition a rectangle into rows and columns of same-size squares and count to find the total → Partition circles and rectangles into equal shares (of 2, 3 or 4 shares) and describe the shares with words like: halves, thirds, fourths.

**Fine Arts
Grade 2**

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	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> → 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>Creating, Performing/Presenting and Responding:</p> <ul style="list-style-type: none"> → 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>Communicate Through the Arts:</p> <ul style="list-style-type: none"> → 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>Connecting the Arts to Content, Life, Cultures, Work:</p> <ul style="list-style-type: none"> → 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

**Health and Fitness
Grade 2**

<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: → Identify elements of locomotor skill (e.g. leap by taking off on one foot); show smooth transition from one skill to another (e.g. progression from hop to skip) → Demonstrate balance and control → Demonstrate effective use of personal space and general space in group activities; demonstrate concept of pathways, levels, relationships, balance, and effort for moving safely in group activities → Apply safety rules when using equipment → Demonstrate sportsmanship → Describe flexibility as bending, twisting, stretching → Describe physical benefits of fitness activities (e.g. curl-ups build muscle strength etc.) → Demonstrate skills for performance (e.g. quick movement, strength, standing still, eye-hand or eye-foot coordination etc.) → Describe how food consumption effects the body's function; summarize number of servings from each food group in a meal</p>
	<p>Health and Safety: → Describe that life choices (e.g. getting a good sleep) effect health (e.g. feeling ready to learn the next day) → Recognize function of body systems (e.g. brain send message to muscles, exercise makes heart pump faster and increases breathing rate) → Trace food pathway through digestive system with a diagram → Describe how to prevent and control disease (e.g. vaccines, stay home when sick, wash hands) → Understand personal safety issues (e.g. define who is a "stranger", do not touch found objects like needles or weapons etc.) → Know when to call 911 and what to do when hearing a fire alarm → Demonstrate how to manage stressful situations → Describe safe and unsafe drug use (e.g. safe is when administered by parent/guardian, unsafe is self-administration of medicine); describe harmful effects of tobacco, alcohol and caffeine</p>
	<p>Health and Fitness in Daily Life: → Understand how to express feelings about family changes (e.g. share concern about new sibling) → Know that advertisements might include unreliable information (e.g. cereal ads) → Demonstrate social skills that promote health and safety (e.g. tell the truth, say <i>please</i> and <i>thank you</i>, include others, speak well of friends) → Recognize own emotions and effects on others (e.g. being grumpy might make others grumpy) → Demonstrate healthy refusal skills to promote own health (e.g. a firm "no" in risky situations)</p>
	<p>Plan for Health and Fitness: → Summarize daily activities and describe how they positively affect fitness and healthy living (e.g. played on monkey bars to increase strength, carried groceries in to promote muscle strength, went to bed on time for a good night's sleep)</p>