

1st Grade Language Arts
Assessment Pacing Guide

<u>First Nine Weeks</u>				
Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1a	The students will apply knowledge of concepts about print.	1		
1a1	Point to words in text when reading aloud matching spoken words to print.	1		
1a2	Distinguish between upper and lowercase letters.	1		
1a3, 2a2	Identify and use title page, title, author, illustrator, and table of contents of a book.	1		
1c4	Begin to use common spelling patterns to make new words e.g. make, take, lake, cake, etc. Assess short vowel patterns	2		
2b1	Answer and generate who, what, when, where, why, and how questions.	2		
2b2	Answer and generate questions about characters, settings, and events	2		
3b1	Compose drawing/visual images and orally describe	3		
4a	The student will use standard English grammar.	1		
4a1	Begin to use nouns e.g. singular/plural	1		
4a2	Begin to use verbs	1		
4b1	Begin to use appropriate end punctuation.	1		
4b8	Position paper in order to write in a left and right progression moving from top to bottom on page.	1		
	Write first and last name legibly.	2		
	Write lowercase and uppercase letters legibly.	1		
4c3	Begin to compose simple sentences.	2		
1b	The student will apply knowledge of phonological and phonemic awareness.	2		
1b2	Identify, blend, and segment two and three syllable spoken words.	2		
1b3	Identify and count the numbers of syllables in a spoken word.	2		
1b8	Add or delete a phoneme to change a spoken word	2		
1c1	Generate the sounds from all the letter and	2		

	letter patterns, consonant blends, consonant digraphs, short and long vowel patterns, and blend those sounds into recognizable words.			
1c3	Read words derived from common word families.	2		
1c5	Use inflectional endings –s, es, -ed, or –ing.	2		
1f	The student will develop and apply knowledge of words and word meanings to communicate.	1		
2c1	Read a story including characters, setting, and important events.	2		

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<u>Second Nine Weeks</u>				
Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
4a3	Begin to use articles and coordinating conjunctions	1		
4a4	Begin to use adjectives.	1		
4b6	Begin to use capitalization e.g. days of week, first word in a sentence, months of year, etc.	1		
4b7	Spell words commonly found in first grade level text	2		
1a4	Identify dialogue in connected text.	1		
1b	The student will apply knowledge of phonological and phonemic awareness.	2		
1b4	Identify orally beginning, final, and medial sounds in one syllable words.	2		
1c1	Generate the sounds from all the letter and letter patterns, consonant blends, consonant digraphs, short and long vowel patterns, and blend those sounds into recognizable words.	2		
1c6	Identify simple compound words.	3		
2a3	Text structures – sequential order and description.	2		
2b4	Identify the main idea of a simple story or topic of an informational text.	2		
2d1	Interpret text through moving, drawing, speaking, acting or singing	3		
3a1	Planning: Use graphic organizers to generate and organize thoughts.	3		
3a2	Drafting: Put thoughts on paper using words and sentences.	3		
3d	The student will compose a short informational text based on a familiar topic, including but not limited to: reports, letters, thank you notes, invitations	3		

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<u>Third Nine Weeks</u>				
Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1b6	Blend and segment the phonemes in words containing 2 to 4 phonemes	2		
1b7	Blend and segment sounds in spoken words containing initial and final blends.	2		
1c7	Identify simple contractions correctly	2		
1d	The student will use syllabication types open, closed, r-controlled, vowel team, vowel consonant plus e to analyze words	1		
1f1	Identify and sort pictures and words into basic categories	1		
2b5	Make a prediction about narrative or informational text and confirm or revise the prediction.	2		
2c2	Retell the correct sequence of events in a narrative or informational text.	2		
2d4	Identify favorite passage	2		
3a 1,2	The student will use an appropriate composing process e.g. planning, drafting.	3		
4a5	Begin to use pronouns.	1		
4b4, 4b5	Begin to use apostrophes	1		
4c1	Analyze sentences to determine purpose.	2		
1b5	Distinguish between short and long vowel sounds in spoken one syllable words	2		
1e	The student will begin to do identify and use roots and affixes to decode and understand words	2		
1i	The student will use reference material to find, to determine the meaning of , to pronounce, or to spell unknown words	1		
2a1	Text features – titles, illustrations, headings, graphs, etc.	2		
2b3	Make simple inferences based on information from narrative and informational text.	2		
2b6	Use key words in text to justify predictions	2		

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<u>Fourth</u> <u>Nine Weeks</u>				
Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
3b	The student will compose a description of a person, place, or thing.	3		
3b2	Compose oral and written description of a familiar person, place, person, or thing.	3		
3c	The student will compose a narrative with a beginning, middle, and end.	3		
4b2	Begin to use periods in common abbreviations	1		
4b8	Write words and sentences legibly using proper spacing.	1		
1c2	Begin to use knowledge of vowel digraphs, diphthongs, and r-controlled letter sound correspondence to decode unknown words.	2		
1c8	Read 100 to 200 words high frequency and/or irregularly spelled words	2		
1f2	Recognize and explain word relationships within categories of words.	1		
1g	The student will begin to identify and use synonyms, antonyms, and homonyms.	2		
1h	The student will use context to determine the meaning of unfamiliar or multiple meaning words.	2		
2a4	Genres – fiction, nonfiction, and poetry.	2		
2d3	Compose visual images based on text	3		
3a 3,4,5	The student will use an appropriate composing process to compose or edit. (revising, editing, sharing)	3		
3c2	Compose drawings/visual images to tell stories with beginning, middle, end.	3		
4b5	Begin to use colons in notation of time.	1		
2d2	Make connections between self and text or text and text after sharing text or reading text independently.	3		