

Second Grade Language Arts
Assessment Pacing Guide

<u>First Nine Weeks</u>				
Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1a	The student will use word recognition & vocabulary (word meaning) skills to communicate.	2		
1a1	Blend & segment spoken words into syllables & syllables into phonemes.	2		
1a2	Continue to identify & count the number of syllables in a spoken word.	2		
1a3	Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, & final position (e.g., Add /b/ to "at" = bat; or take /k/ from "cat" = at; change /i/ in hit to /a/ = hat. What happens when you change "spot" to "stop"?)	2		
1b2	Read words derived from word families (e.g., -it, -at, -ite, -ate).	2		
1b3	Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.)	2		
1b7	<u>Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)</u>	2		
1e	The student will develop & apply knowledge of words & word meanings to communicate.	1		
1f	The student will identify & use synonyms, antonyms, & homonyms.	1		
1h	The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, glossary, teacher, and/or peer as a resource)	1		
2a	The student will use text features, parts of a book, text structures, & genres to analyze text.	2		
2a2	Parts of a book- title page, title, author,	2		

	illustrator, table of contents, glossary, etc.			
2a4	Genres - Fiction, Nonfiction, and Poetry	2		
2b	The student will analyze texts in order to identify, understand, infer, or synthesize information.	2		
2b1	Answer literal & simple inferential who, what, when, where, why, how, & what if questions.	2		
2b2	Answer literal and simple inferential questions about main characters, settings, & events.	2		
2b3	Answer literal and simple inferential questions about characters' actions, motives, traits, & emotions.	2		
2b4	Identify the main idea and some details in narrative text or the topic & some details in informational text.	2		
2d	The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, & informational text, citing text-based evidence.	3		
2d2	Make connections between self, characters, & events in text.	3		
4a	The student will use Standard English grammar.	1		
4a1	Nouns (e.g., singular, plural, common, proper, possessive)	1		
4a2	Verbs, helping verbs, & irregular verbs	1		
4a5	Articles & coordinating conjunctions	1		
4a6	Adjectives (e.g., possessive, comparative, superlative)	1		
4a9	Adverbs	1		
4b	The student will use Standard English mechanics to compose or edit.	1		
4b1	End punctuation (e.g., period, question mark, exclamation mark)	1		
4b2	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)	1		
4b3	Commas (e.g., dates, series, addresses, greetings, and closings of a friendly letter)	1		

4b7	Colons (e.g., in notation of time)	1		
4b8	Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I", holidays, titles, initials)	1		
4b9	Spell words commonly found in second grade level texts.	1		
4b10	Write words & sentences legibly.	1		
4c	The student will use correct & varied sentence structure.	2		
4c1	Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling, imperative/command or request)	2		

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1b	The student will use word recognition skills for multi-syllabic words.	2		
1b4*	Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce or analyze new words.	2		
1b5	Identify & create compound words.	2		
1c	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.	1		
1d	The student will manipulate & analyze roots & affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, and -less) to understand unfamiliar words.	2		
1e1	Identify & begin to generate words into categories.	2		
1e2	Determine the relationship between pairs of words (e.g., icicles/Popsicles, oven/heater, friend/enemy, gloves/socks, etc.)	1		
3a1-5	The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit.	3		
4c2*	Compose sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling, imperative/command or request).XXX	2		
2d	The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, & informational text, citing text-based evidence.	3		
2d1	Interpret text through moving, drawing, speaking, acting, or singing.	3		
2d2	Make connections between self, characters, & events in text.	3		
2d3	Compose visual images.	3		
2d4	Identify favorite passages & explain why the passage is a favorite, citing text-based evidence.	3		
4a4	Subject-verb agreement	1		
4a7	Prepositions	1		

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Third Nine Weeks

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	Framework Objectives		Taught	
1b6	Identify & create contractions (e.g., can + not = can't) correctly.	2		
2a3	Text structures-sequential order, description, simple cause & effect, etc.	2		
2b6	Identify simple fact & opinion.	2		
3b	The student will compose descriptive text containing specific details.	3		
3c	The student will compose narrative text with a beginning, middle, & end.	3		
3d	The student will compose informational text with a main idea & supporting details.	3		
3d1	Reports	3		
3d2	Letters, thank you notes, invitations	3		
3d3	Functional texts (e.g., labels, directions, shopping lists)	3		
3e	The student will generate questions & use one source to locate the answers.	3		
4a8	Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns)	1		
2b5	Determine simple cause & effect relationships.	2		
2b7	Draw conclusions based on information from narrative and/or informational text.	2		
2b8	Identify & discuss the theme of a text.	2		
2c2	Arrange in sequential order a listing of events found in narrative and/or informational text.	2		
4b6	Apostrophes (e.g., contractions, possessives).	1		

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Fourth
Nine Weeks

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	Framework Objectives		Taught	
2c	The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence.	2		
4c3	Simple/compound sentences	2		
4a3	Verb tense (conjugation & purpose for past, present, & future)	1		
4b4	Quotation marks (e.g., quotations)	1		
4b5	Underlining/Italics (e.g., titles of books & movies)	2		