West Amory Elementary 2nd Grade Reading / Language Arts <u>201+2</u> 2011 – 20123 Pacing Guide 1st 9 Weeks

Reading Standards for Literature: Key Ideas and Details			Formatted Table
Common Core Standards	Mississippi Frameworks	Date Taught / Comments	
RL.2.1	2b. The students will analyze	MLAF does not call for	
Ask and answer such questions as	texts in order to identify,	asking questions.	
who, what, where, when, why and	understand, infer, or synthesize		
how to demonstrate understanding	information. (DOK 2)		
of key details in a text.	1) Answer literal and simple		
	inferential who, what, when,		
	where, why, how, and what if		
	questions.		
RL.2.3	2b. The students will analyze		
Describe how characters in a story	texts in order to identify,		
respond to major events and	understand, infer, or synthesize		
challenges.	information. (DOK 2)		
	2) Answer literal and simple		
	inferential questions about		
	main characters, settings, and		
	events. 3) Answer literal and simple		
	inferential questions about		
	characters' actions, motives,		
	traits, and emotions.		
Reading Standards for Literati	,	ge and Ideas	
Common Core Standards	Mississippi Frameworks	Date Taught / Comments	
RL.2.7	2a. The student will use text	MLAF does not reference	
Use information gained from the	features, parts of a book, text	digital text.	
illustrations and words in print or	structures, and genres to analyze		
digital text to demonstrate	text. (DOK 2)		
understanding of its characters,	1) Text features – Titles,		
setting, or plot.	heading, illustrations, graphs,		
	captions, charts, etc.		
eading Standards for Informational Text: Key Ideas and Details			
Common Core Standards	Mississippi Frameworks	Date Taught / Comments	
RI.2.1	2b. The student will analyze		
Ask and answer such questions as	texts in order to identify,		
who, what, where, when, why, and	understand, infer, or synthesize		
how to demonstrate understanding	information. (DOK 2)		

in a text	1) Answer literal and simple	
	inferential who, who,	
	when, where, why, how,	
	and what if questions.	
RI.2.5	2a. The student will use text	
Know and use various text features	features, parts of a book, text	
(e.g., captions, bold print,	structures, and genres to	
subheadings, glossaries, indexes,	analyze text. (DOK 2)	
electronic menus, icons) to locate	1) Text features – titles,	
key facts or information in a text	heading, illustrations, graphs,	
efficiently.	captions, charts, etc.	
encientiy.	2) Parts of a book – title	
	page, title, author, illustrator,	
	table of contents, glossary,	
	etc.	
Deading Standards for Informa		
Reading Standards for Informa	1	
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RI.2.7	2a. The student will use text	
Explain how specific images (e.g., a	features, parts of a book, text	
diagram showing how a machine	structures, and genres to	
works) contribute to and clarify a	analyze text. (DOK 2)	
text.	1) Text features – Titles,	
	heading, illustrations, graphs,	
	captions, charts, etc.	
Reading Standards for Founda	captions, charts, etc.	Vord Recognition
Reading Standards for Founda Common Core Standards	captions, charts, etc. Itional Skills: Phonics and W Mississippi Frameworks	Date Taught / Comments
-	captions, charts, etc. Itional Skills: Phonics and W Mississippi Frameworks 1a. The student will apply	
Common Core Standards	captions, charts, etc. Itional Skills: Phonics and W Mississippi Frameworks 1a. The student will apply knowledge of phonological	Date Taught / Comments
Common Core Standards RF.2.3	captions, charts, etc. tional Skills: Phonics and W Mississippi Frameworks 1a. The student will apply knowledge of phonological awareness. (Phonological and	Date Taught / Comments
Common Core Standards RF.2.3 Know and apply grade-level phonics	captions, charts, etc. tional Skills: Phonics and W Mississippi Frameworks 1a. The student will apply knowledge of phonological awareness. (Phonological and phonemic awareness are oral	Date Taught / Comments
Common Core Standards <i>RF.2.3</i> Know and apply grade-level phonics and word analysis skills in decoding	captions, charts, etc. tional Skills: Phonics and W Mississippi Frameworks 1a. The student will apply knowledge of phonological awareness. (Phonological and phonemic awareness are oral skills. Once the skills are paired	Date Taught / Comments
Common Core Standards <i>RF.2.3</i> Know and apply grade-level phonics and word analysis skills in decoding words.	captions, charts, etc. tional Skills: Phonics and W Mississippi Frameworks 1a. The student will apply knowledge of phonological awareness. (Phonological and phonemic awareness are oral skills. Once the skills are paired with print, they become	Date Taught / Comments
Common Core Standards <i>RF.2.3</i> Know and apply grade-level phonics and word analysis skills in decoding words. a) Distinguish long and short	captions, charts, etc. tional Skills: Phonics and W Mississippi Frameworks 1a. The student will apply knowledge of phonological awareness. (Phonological and phonemic awareness are oral skills. Once the skills are paired with print, they become phonics activities.) (DOK 2)	Date Taught / Comments
Common Core Standards <i>RF.2.3</i> Know and apply grade-level phonics and word analysis skills in decoding words. a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b) Know spelling-sound	captions, charts, etc. tional Skills: Phonics and W Mississippi Frameworks 1a. The student will apply knowledge of phonological awareness. (Phonological and phonemic awareness are oral skills. Once the skills are paired with print, they become phonics activities.) (DOK 2) 1) Blend and segment	Date Taught / Comments
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Common Core Standards <i>RF.2.3</i> Know and apply grade-level phonics and word analysis skills in decoding words. a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b) Know spelling-sound	captions, charts, etc. tional Skills: Phonics and W Mississippi Frameworks 1a. The student will apply knowledge of phonological awareness. (Phonological and phonemic awareness are oral skills. Once the skills are paired with print, they become phonics activities.) (DOK 2) 1) Blend and segment spoken words into syllables and syllables into phonemes.	Date Taught / Comments
Common Core Standards <i>RF.2.3</i> Know and apply grade-level phonics and word analysis skills in decoding words. a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b) Know spelling-sound correspondences for additional common vowel teams. c) Decode regularly spelled two-	captions, charts, etc. tional Skills: Phonics and W Mississippi Frameworks 1a. The student will apply knowledge of phonological awareness. (Phonological and phonemic awareness are oral skills. Once the skills are paired with print, they become phonics activities.) (DOK 2) 1) Blend and segment spoken words into syllables and syllables into phonemes. 2) Continue to identify and	Date Taught / Comments
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Common Core Standards <i>RF.2.3</i> Know and apply grade-level phonics and word analysis skills in decoding words. a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b) Know spelling-sound correspondences for additional common vowel teams. c) Decode regularly spelled two- syllable words with long vowels. d) Decode words with common prefixes and suffixes. e) Identify words with inconsistent but common spelling-sound correspondences. f) Recognize and read grade- appropriate irregularly spelled	captions, charts, etc. tional Skills: Phonics and W Mississippi Frameworks 1a. The student will apply knowledge of phonological awareness. (Phonological and phonemic awareness are oral skills. Once the skills are paired with print, they become phonics activities.) (DOK 2) 1) Blend and segment spoken words into syllables and syllables into phonemes. 2) Continue to identify and count the number of syllables in a spoken word. 3) Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position. (e.g., add /b/ to "at", or /k/ from "cat"	Date Taught / Comments

	1b. The student will use word	
	recognition skills for multi-	
	syllabic words. (DOK 2)	
	 Use knowledge of vowel 	
	digraphs, dipthongs, and	
	r-controlled letter-sound	
	correspondences to decode	
	unknown words.	
	Examples:	
	Vowel Digraphs: /oa/ in road,	
	/ea/ in read	
	Dipthongs: /oi/, /oy/, /ow/,	
	/ew/	
	R-controlled: er=r in fern,	
	ir=/ir/ in bird, ur=/r/ in turn.	
	Read words derived from	
	word families (e.g. –it, -at,	
	-ite, -ate)	
	Use common spelling	
	patterns to make new words	
	(e.g. <mark>,</mark> make, take, lake, cake,	
	etc.)	
	Use inflectional endings	
	(e.g. <mark>,</mark> –s, -es, -ed, or –ing) to	
	produce or analyze new	
	words.	
	Identify and create	
	compound words.	
	1c. The student will use	
	syllabications types (e.g., open,	
	closed, r-controlled, vowel	
	team, vowel consonant + e,	
	consonant + le) to decode	
	words. (DOK 1)	
Writing Standards: Research t	o Build and Present Knowle	edge
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
W.2.8	3e. The student will generate	
Recall information from experiences	questions and use one source	
or gather information from provided	to locate the answers. (DOK 3)	
sources to answer a question.		
Speaking and Listening Standa	rds: Comprehension and C	ollaboration
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
SL.2.1	••	
Participate in collaborative		
conversations with diverse partners		
conversations with diverse partners about grade 2 topics and texts with		
about grade 2 topics and texts with		
-		

a) Follow agreed-upon rules for		
discussions (e.g. ,gaining the floor		
in respectful ways, listening to		
others with care, speaking one at a		
time about topics and texts under		
discussion)		
b) Build on others' talk in		
conversations by linking their		
comments to the remarks of		
others.		
c) Ask for clarification and further		
explanation as needed about the		
topics and texts under discussion.		
SL.2.2		
Recount or describe key ideas or		
details from a text read aloud or		
information presented orally or		
through other media.		
SL.2.3		
Ask and answer questions about		
what a speaker says in order to		
clarify comprehension, gather		
additional information, or deepen		
understanding of a topic or issue.		
Speaking and Listening Standa	rds: Presentation of Know	ledge and Ideas
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
SL.2.5		
Create audio recordings of stories or		
poems; add drawings or other visual		
displays to stories or recounts of		
experiences when appropriate to		
clarify ideas, thoughts, and feelings.		
SL.2.6		
Produce complete sentences when		
appropriate to task and situation in		
1 • · • • • • •		
order to provide requested detail or		
order to provide requested detail or clarification.		
	ions of Standard English	
clarification.	ions of Standard English Mississippi Frameworks	Date Taught / Comments
clarification. Language Standards: Convent	1	Date Taught / Comments
clarification. Language Standards: Convent Common Core Standards	Mississippi Frameworks	Date Taught / Comments
clarification. Language Standards: Convent Common Core Standards L.2.1	Mississippi Frameworks 4a. The student will use	Date Taught / Comments
clarification. Language Standards: Convent Common Core Standards L.2.1 Demonstrate command of the	Mississippi Frameworks 4a. The student will use Standard English grammar.	Date Taught / Comments

speaking.	plural)	
b) Form and use frequently	2) Verbs – regular action	
	2) verbs – regular action	
occurring irregular plural nouns		
(e.g., feet, children, teeth, mice,		
fish)		
	4b. The student will use	
L.2.2		
Demonstrate command of the	Standard English mechanics to	
conventions of standard English	compose or edit.	
capitalization, punctuation, and	(DOK 1)	
spelling when writing	1) End punctuation (e.g.	
 a) Capitalize holidays, product 	period, question mark,	
names, and geographic names.	exclamation mark)	
b) Use commas in greetings and	 Capitalize (e.g., first word 	
closings of letters.	in a sentence, proper nouns,	
c) Use of apostrophe to form	days of the week, months of	
contractions and frequently	the year, the pronoun "I,"	
occurring possessives.	holidays, titles, initials)	
d) Generalize learned spelling	9) Spell words commonly	
patterns when writing (e.g., cage-	found in second grade level	
badge; boy-boil).	texts.	
e) Consult reference materials,		
including dictionaries, as needed		
to check and correct spellings.		
	am. Acquisition and Llos	
Language Standards: Vocabul	arv Acquisition and Use	
Language Standards: Vocabul		Date Taught / Comments
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
Common Core Standards L.2.4		Date Taught / Comments
Common Core Standards L.2.4 Determine or clarify the meaning of	Mississippi Frameworks 1e. The student will develop and apply knowledge of words	Date Taught / Comments
Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning	Mississippi Frameworks 1e. The student will develop and apply knowledge of words and word meanings to	Date Taught / Comments
Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2	Mississippi Frameworks 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)	Date Taught / Comments
Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing	Mississippi Frameworks 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use context	Date Taught / Comments
Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.	Mississippi Frameworks 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use context to determine the meanings of	Date Taught / Comments
Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies. e) Use glossaries and beginning	Mississippi Frameworks 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use context to determine the meanings of unfamiliar or multiple meaning	Date Taught / Comments
Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies. e) Use glossaries and beginning dictionaries, both print and digital,	Mississippi Frameworks 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)	Date Taught / Comments
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Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies. e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.6 Use words and phrases acquired	Mississippi Frameworks 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2) 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) (DOK 1) 1. The student will use word recognition and vocabulary	Date Taught / Comments
Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies. e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.6 Use words and phrases acquired through conversations, reading and	Mississippi Frameworks 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2) 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) (DOK 1) 1. The student will use word recognition and vocabulary (word meaning) skills to	Date Taught / Comments
Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies. e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to	Mississippi Frameworks 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2) 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) (DOK 1) 1. The student will use word recognition and vocabulary	Date Taught / Comments
Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies. e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.6 Use words and phrases acquired through conversations, reading and	Mississippi Frameworks 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2) 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) (DOK 1) 1. The student will use word recognition and vocabulary (word meaning) skills to	Date Taught / Comments

	other kids are happy that makes me happy.)		
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Mississippi Competencies (NOT IN CC)

1f The student will identify and use synonyms and antonyms (DOK 1)

2b The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)
 — 6) Identify simple fact and opinion

West Amory Elementary 2nd Grade Reading / Language Arts <u>20121</u>2011 – 20123 Pacing Guide 2nd -9 Weeks

Reading Standards for Literature: Key Ideas and Details		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RL.2.2	2c. The student will recognize	
Recount stories, including fables and	or generate an appropriate	
folktales from diverse cultures, and	summary or paraphrase of	
determine their central message,	the events or ideas in text,	
lesson, or moral.	citing text-based evidence.	
	(DOK 2)	
	1) Retell a story orally and	
	in writing including	
	characters, setting,	
	problem, important events, and resolution.	
RL.2.3	2b. The student will analyze	
	texts in order to identify,	
Describe how characters in a story	texts in order to identify,	

respond to major events and	understand, infer, or	
challenges.	synthesize information.	
	(DOK 2)	
	Answer literal and simple	
	inferential questions about	
	main characters, settings,	
	and events.	
	Answer literal and simple	
	questions about characters'	
	actions, motives, traits, and	
	emotions.	
Reading Standards for Literatur	re: Craft and Structure	
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RL.2. <mark>34</mark>		
Describe how words and phrases		
(e.g., regular beats, alliteration,		
rhymes, repeated lines) supply		
rhythm and meaning in a story,		
poem, or song.		
RL.2.5	2c. The student will recognize	
Describe the overall structure of a	or generate an appropriate	
story, including describing how the	summary or paraphrase of the	
beginning introduces the story and	events or ideas in text, citing	
ending concludes the action.	text-based evidence. (DOK 2)	
	1) Retell a story orally and in	
	writing including characters,	
	setting, problem, important	
	events, and resolution.	
	2) Arrange in sequential	
	order a listing of events	
	found in narrative and/or	
	informational text.	
Reading Standards for Literatur		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RL.2.7	2a. The student will use text	
Use information gained from the	features, parts of a book, text	
illustrations and words in a print or	structures, and genres to	
digital text to demonstrate	analyze text. (DOK 2)	
understanding of its characters,	3) Text structures –	
setting, or plot.	sequential order, description, simple cause	
	and effect, etc.	
Reading Standards for Informa		cture
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RI.2.2	2b. The student will analyze	Date raught / Comments
Identify the main topic of a multi-	texts in order to identify,	
		1

paragraph text as well as the focus of	understand, infer, or	
specific paragraphs within the text.	synthesize information.	
	(DOK 2)	
	Identify the main idea and	
	some details in narrative	
	text or the topic and some	
	details in informational text.	
RI.2.6	2b. The student will analyze	
Identify the main purpose of a text,	texts in order to identify,	
including what the author wants to	understand, infer, or	
answer, explain, or describe.	synthesize information.	
answer, explain, or describe.	(DOK 2)	
	4) Identify the main idea and	
	some details in narrative	
	text or the topic and some	
	details in informational text.	
Reading Standards for Foundat	tional Skills: Phonics and V	Vord Recognition
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RF.2.3	1b. The students will use word	
Know and apply grade-level phonics	recognition skills for multi-	
and word analysis skills in decoding	syllabic words. (DOK 2)	
words.	6) Identify and create	
	contractions (e.g.	
	can+not=can't) correctly.	
	die The students all see	
	<u>1c. The student will use</u>	
	syllabication types (e.g.,	
	open, closed, r-controlled,	
	vowel team, vowel-	
	<u>consonant + e, consonant +</u>	
	le) to decode words.	
	<u>(DOK 1)</u>	
Speaking and Listening Standa	rds: Comprehension and C	ollaboration
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
SL.2.2	2c. The student will recognize	<u> </u>
Recount or describe key ideas or	or generate an appropriate	
details from a text read aloud or	summary or paraphrase of the	
information presented orally or	events or ideas in text, citing	
through other media.	text-based evidence. (DOK 2)	
		1
through other media.		
through other media.		
through other media.	— 1) Retell a story orally and	
through other media.	— 1) Retell a story orally and in writing including	
through other media.	 — 1) Retell a story orally and in writing including characters, setting, problem, 	
through other media.	— 1) Retell a story orally and in writing including	

	resolution.	
Speaking and Listening Standar		ledge and Ideas
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
SL.2.4	2c. The student will recognize	Date raught / comments
	or generate an appropriate	
Tell a story or recount an experience	summary or paraphrase of the	
with appropriate facts and relevant,		
descriptive details, speaking audibly	events or ideas in text, citing text-based evidence. (DOK 2)	
in coherent sentences.	1) Retell a story orally and in	
	writing including characters, setting, problem, important	
	events, and resolution.	
Language Standards: Conventi		
Common Core Standards		Data Taught / Commonte
	Mississippi Frameworks 4a. The student will use	Date Taught / Comments
L.2.1		
Demonstrate command of the	Standard English grammar.	
conventions of standard English	(DOK 1)	
grammar and usage when writing or	1) Nouns (e.g. <mark>,</mark> common,	
speaking.	proper)	
a. Use collective nouns (e.g., group)	2) Verbs – helping and	
b. Use reflexive pronouns (e.g.<u>,</u>	irregular	
myself, ourselves)	<u>6</u> 3) Adjectives (e.g. <u>,</u> subject pronouns, singulear and	
—e. Use adjectives and adverbs and		
choose between them depending	plural pronouns)	
on what is to be modified.	94) Adverbs	
L.2.2	4b. The student will use	
Demonstrate command of the	Standard English mechanics to	
conventions of standard	compose and edit. (DOK 1)	
capitalization, punctuation, and	2) Periods in common	
spelling when writing.	abbreviations (e.g., titles of	
a. Capitalize holidays, product	address, days of the week,	
names, and geographic names.	months of the year)	
b. Use commas in greetings and		
closings of letters.	2) Commas (o.g. datos	
c. Use an apostrophe to form	<u>—</u> 3) Commas (e.g. <u></u> dates, series, addresses, greetings,	
contractions and frequently		
occurring possessives.	and closings in a friendly letter.)	
	6) Apostrophes (e.g.,	
d. Conorolizo loornad analling	contractions, possessives)	
dGeneralize learned spelling	7]- Colons (e.g., in notation	
patterns when writing words. (e.g. <u>,</u> cage – badge; boy – boil)	of time)	
e. Consult reference materials	4c. Use correct and varied	
including beginning dictionaries, as	sentence structure. (DOK 2)	
needed to check and correct	1) Analyze sentences to	
	determine purpose.	
spellings.	2) Compose	
	declarative/telling,	
	interrogative/questions,	
	interrogative/questions,	

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		exclamatory/strong feeling, imperative/command. 3) Compose simple sentences. 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. (DOK 1)	
	Language Standards: Vocabula	ry Acquisition and Use	·
	Common Core Standards	Mississippi Frameworks	Date Taught / Comments
	L.2.4 Determine or clarify the meaning of unknown words and multiple- meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)	1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1fThe student will identify and use synonyms, antonyms, and homonyms. (DOK 1)	
	L.2.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)	 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) Identify and begin to generate words into categories. 	
	b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny)	 2) Determine the relationship between pairs of words (e.gicicles/ popsicles, oven/heater, friend/enemy, gloves/socks, etc.) <u>1f. The student will identify</u> and use synonyms, antonyms, and homonyms. (DOK 1) 	

<u>West Amory Elementary</u> <u>2nd Grade Reading / Language Arts</u> <u>2012 – 2013 Pacing Guide</u> <u>3rd 9 Weeks</u>

Reading Strands for Literature:	Key Ideas and Details	
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>RL.2.4</u>		
Describe how words and phrases		
(e.g., regular beats, alliteration,		
rhymes, repeated lines) supply		
rhythm and meaning in a story,		
poem, or song.		
Reading Strands for Literature:	Craft and Structure	
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>RL.2.6</u>		
Acknowledge differences in the		
points of view of characters, including		
by speaking in a different voice when		
reading dialogue aloud.		
Deside a Character for the set	Internetic a filler de la des	and taken a
Reading Strands for Literature:	1	
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>RL.2.7</u>	2a. The student will use text	
Use information gained from the	features, parts of a book, text	
illustrations and words in a print or	structures, and genres to	
digital text to demonstrate	analyze text. (DOK 2)	
understanding of its characters,	<u>4) Genre – fiction,</u>	
setting, or plot.	nonfiction, and poetry	

<u>RL.2.9</u> <u>Compare and contrast two or more</u> <u>versions of the same story (e.g.,</u> <u>Cinderella stories) by different</u> <u>authors or from different cultures.</u>	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)	
Reading Strands for Informatio	nal Text: Key Ideas and De	etails
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
	2b. The student will analyze	
	texts in order to identify,	
	understand, infer, or	
	synthesize information. (DOK	
	<u>2)</u>	
	5) Determine simple cause	
	and effect relationships.	
	6) Identify simple fact and	
Deading Strands for Informatio	opinion.	
Reading Strands for Informatio		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>RI2.4</u>	<u>1g. The student will use</u>	
Determine the meaning of words and	context to determine the	
phrases in a text relevant to grade 2	meanings of unfamiliar or	
topic or subject area.	multiple meaning words. (DOK 2)	
Reading Strands for Informatio	· • • • • • • • • • • • • • • • • • • •	owlodge and Ideas
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>RI.2.9</u>	2d. The student will analyze,	
Compare and contrast the most	interpret, compare, or respond to increasingly complex	
important points presented by two texts on the same topic.	literary text, literary	
texts on the same topic.	nonfiction, and informational	
	text, citing text-based	
	evidence. (DOK 3)	
	1) Interpret text through	
	moving, drawing, speaking,	
	acting, or singing.	
	2) Make connections	
	between self and characters	
	and events in text.	
	3) Compose visual images.	

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	4) Identify favorite passages	
	and explain why the passage	
	is a favorite, citing text-	
	based evidence.	
Language Standards: Conventi	ons of Standard English	
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>L.2.1</u>	4a. Use Standard English	
Demonstrate command of the	grammar. (DOK 1)	
conventions of standard English	1) Nouns (e.g., possessives	
grammar and usage when writing or	3) Verb tense (conjugation	
speaking.	and purpose past, present,	
b. Use reflexive pronouns (e.g.	<u>future)</u>	
<u>myself, ourselves)</u>	4) Subject-verb agreement	
d. Form and use the past tense of	5) Articles and conjunctions	
frequently occurring irregular verbs	7) Prepositions	
(e.g., sat, hid, told).		
e. Use adjectives and adverbs and		
choose between them depending on		
what is to be modified.		
what is to be modified. Language Standards: Vocabula	rry Acquisition and Use	
	ry Acquisition and Use Mississippi Frameworks	Date Taught / Comments
Language Standards: Vocabula		Date Taught / Comments
Language Standards: Vocabula Common Core Standards	Mississippi Frameworks	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4	Mississippi Frameworks 1d. The student will	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of	Mississippi Frameworks 1d. The student will manipulate and analyze roots	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning	Mississippi Frameworks 1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-,	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2	Mississippi Frameworks 1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es,	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly	Mississippi Frameworks 1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, - ing, -ly, -er, -est, -ful,	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Mississippi Frameworks 1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, - ing, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2) 1e. The student will develop	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. 	Mississippi Frameworks 1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, - ing, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2) 1e. The student will develop and apply knowledge of words	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. 	Mississippi Frameworks 1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, - ing, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2) 1e. The student will develop and apply knowledge of words and word meanings to	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g.,	Mississippi Frameworks 1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, - ing, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2) 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g.,	Mississippi Frameworks 1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, - ing, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2) 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g.,	Mississippi Frameworks 1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, - ing, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2) 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use context to determine the	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g.,	Mississippi Frameworks 1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, - ing, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2) 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use context to determine the meanings of unfamiliar or	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. 	Mississippi Frameworks 1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, - ing, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2) 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use context to determine the	Date Taught / Comments
Language Standards: Vocabula Common Core Standards L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g.,	Mississippi Frameworks 1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, - ing, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2) 1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) 1g. The student will use context to determine the meanings of unfamiliar or	Date Taught / Comments

West Amory Elementary 2nd Grade Reading / Language Arts 2012 – 2013 Pacing Guide 4th 9 Weeks

Reading Standards for Literatur	re: Range of Reading and I	evel of Text Complexity
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>RL2.10</u>	2. The student will apply	
By the end of the year, read and	strategies and skills to	
comprehend literature, including	comprehend, respond to,	
stories and poetry, in the grades 2-3	interpret, or evaluate a variety	
text complexity band proficiently,	of texts of increasing length,	
with scaffolding as needed at the high	difficulty, and complexity.	
end of the range.	(DOK 2)	
Reading Standards for Informa	tional Text: Integration of	Knowledge and Ideas
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
	2b. The student will analyze	
	text in order to identify,	
	understand, infer, or	
	synthesize information.	
	(DOK 2)	
	7) Draw conclusions based	
	on information from	

	narrative and/or informational text. 8) Identify and discuss the theme of a text. 2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. (DOK 2)	
<u>Reading Strategies for Foundat</u>	tional Skills: Phonics and V	
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>RF.2.3</u> <u>Know and apply grade-level phonics</u> <u>and word analysis skills in decoding</u> <u>words.</u>	1b. The student will use word recognition skills for multi- syllabic words. (DOK 2) 7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.)	
Reading Strategies for Foundat	tional Skills: Fluency	-
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>RF.2.4</u> <u>Read with sufficient accuracy and</u> <u>fluency to support comprehension.</u>	1b. The student will use word recognition skills for multi- syllabic words. (DOK 2) 7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader	

	00.100	
	<u>90-100 words</u>	
	<u>correct/minute.)</u>	
Writing Standards: Text Types		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>W.2.1</u>		
Write opinion pieces in which they		
introduce the topic or book they are		
writing about, state an opinion,		
supply reasons that support the		
opinion, use linking words (e.g.,		
because, and, also) to connect		
opinion and reasons, and provide a		
concluding statement or section.		
<u>W.2.2</u>	3d. The student will compose	
Write informative/explanatory texts	informational text with a main	
in which they introduce a topic, use	idea and supporting details.	
facts and definitions to develop	(DOK 3)	
points, and provide a concluding		
statement or section.		
	<u>3c. The student will compose a</u>	
	narrative text with a	
	beginning, middle, and end.	
	(DOK 3)	
Writing Standards: Production		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>W.2.5</u>	3a. The student will use an	
With guidance and support from	appropriate composing	
adults and peers, focus on a topic and	process (e.g., planning,	
strengthen writing as needed by	drafting, revising, editing,	
revising and editing.	publishing/sharing) to	
	compose or edit. (DOK 3)	
	1) Planning – Use a variety	
	of graphic organizers (e.g.,	
	Venn diagram, bubble maps,	
	story maps, etc.) to generate	
	and organize ideas.	
	2) Drafting – Begin to	

	transfer thoughts from graphic organizers into sentences and simple paragraphs. 3) Revising – begin to revise sentences and/or paragraphs for organization, to add details and to clarify ideas. 4) Editing – Edit for capitalization, punctuation, and spelling. 3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to	MLAF does not specify using a variety of digital tools for producing and publishing
	compose or edit. (DOK 3) 5) Publishing/Sharing – Publish writing by displaying, retelling, and/or reading written ideas. 3b. The student will compose descriptive text containing specific details. (DOK 3)	writing.
Writing Standards: Research to		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
W.2.7 Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations). DO NOT TEST		
Language Standards: Conventi	ons of Standard English	
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	4c. Use correct and varied sentence structure. (DOK 2) 3) Compose simple and compound sentences.	

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).		
<u>infocility outperfects</u>	 4b. The student will use Standard English mechanics to compose or edit. (DOK 1) 4) Quotation marks (e.g., quotations) 5) Underlining/Italics (e.g. titles of books and movies) 10) Write words and sentences legibly. 4c. Use correct and varied sentence structure. (DOK 2) 3) Compose compound sentences. 	

W<u>West Amory Elementary</u> 2nd Grade Reading / Language Arts 2011 <u>2011</u> – 2012 Pacing Guide 3rd 9 Weeks

Reading Strands for Literature	-	T
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>RL.2.4</u>		
Describe how words and phrases		
(e.g., regular beats, alliteration,		
rhymes, repeated lines) supply		
rhythm and meaning in a story,		
poem, or song.		
Reading Strands for Literature	: Craft and Structure	
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RL.2.6		
Acknowledge differences in the		
points of view of characters, including		
by speaking in a different voice when		
reading dialogue aloud.		
Reading Strands for Literature	: Integration of Knowledge	and Ideas
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RL.2.7	2a. The student will use text	
Use information gained from the	features, parts of a book, text	
illustrations and words in a print or	structures, and genres to	
digital text to demonstrate	analyze text. (DOK 2)	
understanding of its characters,		
setting, or plot.	nonfiction, and poetry	
<u>RL,2,9</u>	2d. The student will analyze,	
Compare and contrast two or more	interpret, compare, or respond	
versions of the same story (e.g.,	to increasingly complex	
Cinderella stories) by different	literary text, literary	
authors or from different cultures.	nonfiction, and informational	
	text, citing text-based	
	evidence. (DOK 3)	
Reading Strands for Information	onal Text: Key Ideas and De	etails
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RI.2.3	2b. The student will analyze	
Describe the connection between a	texts in order to identify,	
series of historical events, scientific	understand, infer, or	
ideas or concepts, or steps in	synthesize information. (DOK	
technical procedures in a text.	2)	
-	<u>5) Determine simple cause</u>	
	and effect relationships.	
	6) Identify simple fact and	
	opinion.	
	оршон.	1

Reading Strands for Informatio	nal Text: Craft and Structu	Ire
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RI2.4	1g. The student will use	
Determine the meaning of words and	context to determine the	
phrases in a text relevant to grade 2	meanings of unfamiliar or	
topic or subject area.	multiple meaning words.	
	(DOK 2)	
Reading Strands for Informatio	nal Text: Integration of Kr	www.edge and Ideas
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RI.2.9	2d. The student will analyze,	
Compare and contrast the most	interpret, compare, or respond	
important points presented by two	to increasingly complex	
texts on the same topic.	literary text, literary	
	nonfiction, and informational	
	text, citing text-based	
	evidence. (DOK 3)	
	— 1) Interpret text through	
	moving, drawing, speaking,	
	acting, or singing.	
	— 2) Make connections	
	between self and characters	
	and events in text.	
	— 3) Compose visual images.	
	— 4) Identify favorite passages	
	and explain why the passage	
	is a favorite, citing text-	
	based evidence.	
Language Standards: Conventi		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
<u>L.2.1</u>	4a. Use Standard English	
Demonstrate command of the	grammar. (DOK 1)	
conventions of standard English	— 1) Nouns (e.g., possessives	
grammar and usage when writing or		
speaking.	and purpose past, present,	
	future)	
	<u>5) Articles and conjunctions</u>	
Language Standards: Vocabula		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
1.2.4	1d. The student will	
Determine or clarify the meaning of	manipulate and analyze roots	
Determine or clarify the meaning of unknown and multiple-meaning	manipulate and analyze roots and affixes (e.g., un , re , mis ,	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2	and affixes (e.g., un , re , mis , pre , s, es,	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly	and affixes (e.g., un , re , mis , pre , s, es, -ed, - ing, -ly, -er, -est, -ful,	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2	and affixes (e.g., un , re , mis , pre , s, es, ed, - ing, -ly, -er, -est, -ful, and -less) to understand	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue	and affixes (e.g., un , re , mis , pre , s, es, ed, - ing, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2)	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	and affixes (e.g., un , re , mis , pre , s, es, ed, - ing, -ly, -er, -est, -ful, and -less) to understand	

word with the same root (e.g. _z addition, additional)	and word meanings to communicate. (DOK 1)	
	1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)	

West Amory Elementary 2nd Grade Reading / Language Arts 2011 2011 – 2012 Pacing Guide 4th 9 Weeks

Reading Standards for Literature: Range of Reading and Level of Text Complexity		
Common Core Standards	Mississippi Frameworks	Date Taught / Comments
RL2.10	2. The student will apply	
By the end of the year, read and	strategies and skills to	
comprehend literature, including	comprehend, respond to,	
stories and poetry, in the grades 2-3	interpret, or evaluate a variety	
text complexity band proficiently,	of texts of increasing length,	
with scaffolding as needed at the high	difficulty, and complexity.	
end of the range.	(DOK 2)	
Reading Standards for Inform	ational Text: Integration of	of Knowledge and Ideas
<u>Common Core Standards</u>	Mississippi Frameworks	Date Taught / Comments
RI.2.8.	2b. The student will analyze	
Describe how reasons support specific	text in order to identify,	
points the author makes in a text.	understand, infer, or	
	synthesize information.	
	(DOK 2)	
	— 7) Draw conclusions based	
	on information from narrative	
	and/or informational text.	
	— 8) Identify and discuss the	
	theme of a text.	

Reading Strategies for Foundational Skills: Phonics and Word Recognition Common Core Standards Mississippi Frameworks Date Taught / Comments RF.2.3 1b. The student will use word recognition skills for multi-syllabic words. (POK-2)	RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. <u>(DOK-2)</u>	d Word Pocomition
RF.2.3 Ib. The Student will use word Know and apply grade level phonics and word analysis skills in decoding words. Ib. The Student will use words. P.7) Read 200 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.) Ib. The Student will use word Reading Strategies for Foundational Skills: Fluency Date Taught / Comments Reading Strategies for Foundational Skills: Fluency Date Taught / Comments Read with sufficient accuracy and fluency to support comprehension. Ib. The student will use word recognition skills for multi- syllabic words. (DOK 2) 	U		–
Know and apply grade level phonics recognition skills for multi- and word analysis skills in decoding words. -7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.) Reading Stratestores for Foundational Skills: Fluency Common Core Standards Mississippi Frameworks RF.2.4 1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) -7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 20-100 words correct/minute.) Date Taught / Comments RF.2.4 Read with sufficient accuracy and fluency to support comprehension. -7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.) Writing Standards: Text Types and Purposes			Date Haught / Comments
and word analysis skills in decoding words. syllabie words. (DOK 2) -7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.) Reading Strategies for Foundational Skills: Fluency Common Core Standards Mississippi Frameworks 1b. The student will use word recognition skills for multi- syllabie words. (DOK 2) -7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should recognition skills for multi- syllabie words. (DOK 2) -7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.) Writing Standards: Text Types and Purposes			
words. -7) Read 200 200 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.) Reading Strategies for Foundational Skills: Fluency Common Core Standards Mississippi Frameworks Date Taught / Commente recognition skills for multi- syllabic words. (DOK 2) -7) Read 200 200 high frequency and/or irregularly spelled words in connected text. (A second grader should recognition skills for multi- syllabic words. (DOK 2) -7) Read 200 200 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 100 words correct/minute.) Writing Stanbards: Text Types and Purposes			
frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.) Image: Provide the state of t	, ,		
spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.) Image: Second grader should read approximately 90-100 words correct/minute.) Reading Strategies for Foundational Skills: Fluency Date Taught / Comments RF.2.4 1b. The student will use word recognition skills for multi- syllabic words. (DOK 2) - 7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.) Writing Standards: Text Types and Purposes	words.		
text. (A second grader should read approximately 90-100 words correct/minute.) Image: Second grader should read approximately 90-100 Reading Strategies for Foundational Skills: Fluency Date Taught / Comments RF.2.4 1b. The student will use word recognition skills for multi- syllabic words. (DOK 2) -7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.) Image: Standards Writing Standards: Text Types and Purposes Writing Standards: Text Types and Purposes			
Tead approximately 90-100 words correct/minute.) Reading Strategies for Foundational Skills: Fluency Date Taught / Comments Common Core Standards Mississippi Frameworks Date Taught / Comments RF.2.4 1b. The student will use word Read with sufficient accuracy and fluency to support comprehension. Syllabic words. (DOK 2) Date Taught / Comments Syllabic words. (DOK 2)			
Reading Strategies for Foundational Skills: Fluency Common Core Standards Mississippi Frameworks Date Taught / Comments RF.2.4 1b. The student will use word recognition skills for multi-syllable words. (DOK 2)			
Reading Strategies for Foundational Skills: Fluency Common Core Standards Mississippi Frameworks Date Taught / Comments RF.2.4 1b. The student will use word recognition skills for multi-syllable words. (DOK 2)			
Common Core Standards Mississippi Frameworks Date Taught / Comments RF.2.4 1b. The student will use word recognition skills for multi- syllabic words. (DOK 2) fluency to support comprehension. -7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 100 words correct/minute.) Writing Standards: Text Types and Purposes			
RF.2.4 1b. The student will use word recognition skills for multi- syllabic words. (DOK 2) 	•		
Read with sufficient accuracy and fluency to support comprehension. recognition skills for multi-syllabic words. (DOK 2) -7) Read 200-300 high -7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 100 words correct/minute.) Writing Standards: Text Types and Purposes			Date Taught / Comments
fluency to support comprehension. syllabic words. (DOK 2) — 7) Read 200-300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 100 words correct/minute.) Writing Standards: Text Types and Purposes			
		•	
frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 100 words correct/minute.) Writing Standards: Text Types and Purposes	nuency to support comprehension.		
spelled words in connected text. (A second grader should read approximately 90-100 words correct/minute.) Writing Standards: Text Types and Purposes		,	
text. (A second grader should read approximately 90 100 words correct/minute.) Writing Standards: Text Types and Purposes			
read approximately 90-100 words correct/minute.) Writing Standards: Text Types and Purposes			
words correct/minute.) Writing Standards: Text Types and Purposes			
Writing Standards: Text Types and Purposes			
		Words correct/minute.)	
	Writing Star		poses

3a. The student will use an appropriate composing	MLAF does not specify using a	Formatted: Font: 11 pt, Not Bold Formatted: Centered, Space After: 0 pt, Lin
		- Formatted: Font: 11 pt Not Bold
<u></u>		
		Formatted: Underline
• · ·		
sentences and/or paragraphs		
<u>3) Revising – begin to revise</u>		Formatted: Underline
maps, story maps, etc.) to		
venn <u>Venn d</u>iagram, bubble		
of graphic organizers (e.g.,		
<u>1) Planning – Use a variety</u>		
	Date Taught / Comments	
()		
(DOK 3)		
Ac The student will compare a		-
(DOK 3)		
informational text with a main		
3d. The student will compose		7
	informational text with a main idea and supporting details. (DOK-3) 3c. The student will compose a narrative text with a beginning, middle, and end. (DOK-3) Production and Distributik <u>Mississippi Frameworks</u> 3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK-3) -1)_Planning – Use a variety of graphic organizers (e.g., venn_Venn_diagram, bubble maps, story maps, etc.) to generate and organize ideas. -2)_Drafting – Begin to transfer thoughts from graphic organizers into sentences and simple paragraphs. -3)_ <u>Revising</u> – begin to revise	informational text with a main idea and supporting details. (DOK 3) 3c. The student will compose a narrative text with a beginning, middle, and end. (DOK 3) Production and Distribution in Writing Mississippi Frameworks Date Taught / Comments 3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3) 1) Planning – Use a variety of graphic organizers (e.g., venn Venn diagram, bubble maps, story maps, etc.) to generate and organize ideas. -2) Drafting – Begin to transfer thoughts from graphic organizers into sentences and simple paragraphs. -3) <u>Revising</u> - begin to revise sentences and/or paragraphs for organization, to add details and to clarify ideas. -4) Editing – Edit for capitalization, punctuation, and

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	process (e.g., planning, drafting, revising, editing, ppublishing/sharing) to compose or edit. (DOK 3) 5) Publishing/Sharing Publish writing by displaying, retelling, and/or reading written ideas. 3b. The student will compose descriptive text containing specific details. (DOK 3)	variety of digital tools for producing and publishing writing.	Formatted: Font: Not Bold Formatted: Font: 11 pt
Writing Standards: R <u>Common Core Standards</u> W.2.7	lesearch to Build and Presc <u>Mississippi Frameworks</u>	ent Knowledge Date Taught / Comments	Formatted: Font: 11 pt
Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).	•		
Language Standa	rds: Conventions of Stand	ard English	
Common Core Standards	Mississippi Frameworks	Date Taught / Comments	
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce, expand, and rearrange	4 a. Use Standard English g rammar. (DOK 1)4c. Use correct and varied sentence <u>structure. (DOK 2)</u> <u>3) Compose simple and</u> compound sentences.		
complete simple and compound	A		Formatted: Font: 11 pt, Not Bold
sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).			Formatted: Centered, Space After: 0 pt, Line spacing: single
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) 1 Quotation marks		
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