

2nd Grade English Language Arts Essentials Assessment Pacing

(Standards highlighted in yellow are [MCS D Power Standards](#))

	Term 1	Term 2	Term 3	Term 4
<p>Speaking & Listening SL 1 Prepare for and participate effectively in a range of conversations using grade-level appropriate vocabulary on topics and texts with diverse partners and express their own ideas in small and large groups, building on others' ideas and expressing their own ideas clearly.</p>	<p>SL 1.a Follow agreed-upon rules for discussions (e.g., seeking other's opinions or thoughts and identifying other's perspectives).</p>		<p>SL 1.b Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language.</p>	
<p>Reading Phonemic Awareness R.2 Demonstrate mastery of grade-level-appropriate phonological awareness skills.</p>	<p>R.2a Add, delete, and substitute initial, medial, and final sounds in a 5-6 phoneme word including blends.</p>	<p>R.2a Add, delete, and substitute initial, medial, and final sounds in a 5-6 phoneme word including blends.</p> <p>R.2b Isolate, pronounce, blend, and segment phonemes in 5-6 sound words</p>	<p>R.2a Add, delete, and substitute initial, medial, and final sounds in a 5-6 phoneme word including blends.</p> <p>R.2b Isolate, pronounce, blend, and segment phonemes in 5-6 sound words</p>	<p>R.2a Add, delete, and substitute initial, medial, and final sounds in a 5-6 phoneme word including blends.</p>
<p>Phonics R.3 Demonstrate mastery of grade-level-appropriate phonics skills.</p>	<p>R.3a Identify and begin reading and spelling words with all six syllable types (open, closed, CVCe, vowel team, vowel r, consonant-le) in multisyllabic words.</p> <p>R.3d Decode words with common prefixes and suffixes. (dis-, fore-, mis-, pre-, re-, un-)</p> <p>R.3j Read and spell the words with phonograms -old, -ild,</p>	<p>R.3a Identify and begin reading and spelling words with all six syllable types (open, closed, CVCe, vowel team, vowel r, consonant-le) in multisyllabic words.</p> <p>R.3c Isolate and blend phonemes in words with 5-6 sounds while reading.</p> <p>R.3d Decode words with common prefixes and suffixes.</p>	<p>R.3a Identify and begin reading and spelling words with all six syllable types (open, closed, CVCe, vowel team, vowel r, consonant-le) in multisyllabic words.</p> <p>R.3d Decode words with common prefixes and suffixes. (sub-, under-, de-, in-, im-able, -wise, -er-, -est, -dom, -y)</p> <p>R.3i Read and spell the</p>	<p>R.3d Decode words with common prefixes and suffixes. (mid-, over-, -ious, -ish, -ity, super-, trans-)</p> <p>R.3g Read and spell the spelling-sound correspondences for common trigraphs (i.e., tch /ch/ and dge /j/)</p> <p>R.3h Read and spell words</p>

Fluency	-ost, -olt, -ind.	(-ful, -less, -ly, -ness) R.3i Read and spell the following diphthongs: oi, oy	following diphthongs and vowel teams (ou, ow, au, aw, oo)	with hard and soft c and g along with silent letters kn-, lm-, mb-, gh-, and wr-.
	R.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. • Sight Words	R.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. • MOY -72 wpm 96% accuracy • Sight Words	R.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. • Sight Words	R.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. • EOY - 87 wpm 97% accuracy • Sight Words
Vocabulary & Comprehension (7 Essential Comprehension Skills)	R.9b Determine the meaning of the new word formed when a known prefix is added to a known word. (See Phonics)	R.9b Determine the meaning of the new word formed when a known prefix is added to a known word. (See Phonics)	R.9b Determine the meaning of the new word formed when a known prefix is added to a known word. (See Phonics)	R.9b Determine the meaning of the new word formed when a known prefix is added to a known word. (See Phonics)
			R.5 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)	R.5 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)

Writing			W.2 Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.	W.2 Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.
	Grammar		<p>W.2a Produce, expand, and rearrange complete simple and compound sentences using collective and irregular plural nouns, reflexive pronouns, irregular verbs, adjectives and adverbs.</p> <p>W.2.b Use appropriate conventions when writing (e.g., capitalization, contractions).</p> <p><i>**Contractions aren't taught in W&W until Module 4, so resources are needed**</i></p>	<p>W.2a Produce, expand, and rearrange complete simple and compound sentences using collective and irregular plural nouns, reflexive pronouns, irregular verbs, adjectives and adverbs.</p> <p>W.2.b Use appropriate conventions when writing (e.g., capitalization, contractions).</p>
	Term 1	Term 2	Term 3	Term 4